

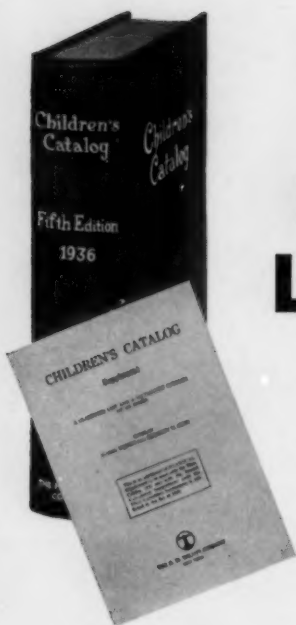
School Activities

SEP 4 1942

October 1940

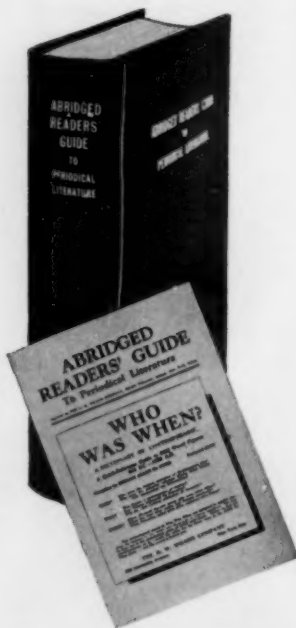


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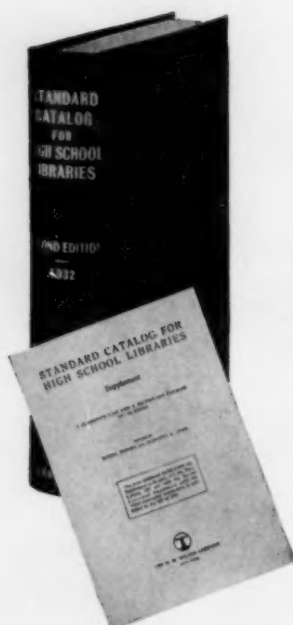
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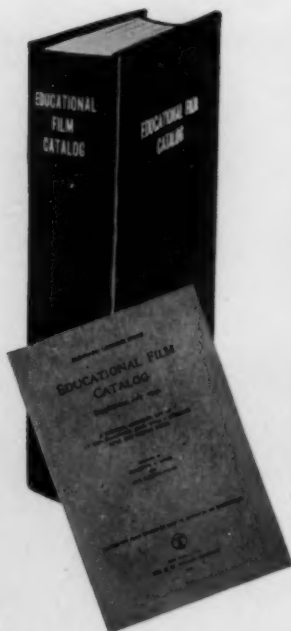
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School Activities

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As the Editor Sees It

Comes the football season again and the recurring question concerning the school's liability in cases of personal injury to players. In general, state codes the country over hold that the school is NOT responsible for the treatment of these player-injuries.

However, the old song, "He was hurt playing for the school, and therefore the school should pay for his medical attention," sounds logical to players, students, and citizens, and doubtless in many instances it is effective. BUT, if the state educational code says "NO," any such payment represents a violation of the law, irrespective of sentiment, logic, or tradition.

Some schools build up a "protection fund" (a regularly set-aside percentage of the gate receipts), and others carry special insurance (paying for it out of the receipts.) In these days of admission fees the use of some such method is, we believe, entirely justifiable.

Soon be time again for another presidential election. What would be more appropriate in your school than an imitative election with assembly addresses by students representing the major political parties, newspaper stories, bulletin board material, home room discussions, and similar activities climaxing in a real election?

Such an event, or series of them, representing a serious-minded study of the major issues and individuals involved, and conducted on a high plane, has plenty of educational merits to justify it.

Naturally, the parades, stampedes, horseplay, fisticuffs, and other puerile activities usually associated with political conventions should be OUT.

Writing in a recent number of the *Christian Herald*, Dr. Charles M. Sheldon suggests that on every public school and college faculty there be appointed a "Professor of Conduct" with "a bigger salary than the coach of the

football team." Why not, if good conduct (good citizenship) is what the school is attempting to develop?

When Edward A. Filene brought the "Teacher's Credit Union" idea to the United States in 1908, he probably did not foresee 6,000 of these unions serving more than 2,000,000 members with loans exceeding \$150,000,000 by 1939. This plan, in which teachers contribute a small amount each month, finally buy shares, and then borrow in case of emergency, requires no security but character, honesty, and industry. During the depression not one of these unions failed, and the aggregate losses since 1908 have been less than one per cent. Complimentary to teachers? VERY.

"Coast Conference Clamping Down on Proselyting," runs the headline of an Associated Press story on September 4, 1940.

First paragraph: "Ten high school football stars have been barred from athletics at the three coast conference colleges by Comissioner Edwin Ather-ton, who ruled the schools or their alumni had violated the circuit's strict, new anti-proselyting code."

Tough on the boys, but good for high school and college athletics. A few published accounts of such enforcement would do two things, (1) prove that the established codes are enforceable, and (2) hasten in spite of college and alumni resistance, the establishment of such codes.

October 31—Hallowe'en. In many a community this date represents a depredatious debauch quite out of line with the reason for the original appearance of the occasion, a reason with which the average student and adult is probably unfamiliar. Hence, an educational opportunity—history and development, and sensible methods of observance.

Evaluating Your Club Program

AN ENTIRE club program may often be saved from failure by a timely diagnosis of its weak points. The person responsible for the extra-curricular activities in a school needs to know the extent to which pupils may have lost interest in certain clubs, the extent to which they fail to take part in the meetings, the lack of variety in programs and projects, and the extent of the failure to develop qualities needed in pupil leaders, officers, and sponsors.

As the result of a study of sixty high school clubs over a period of five years, the writer devised a series of questionnaires, and a combination of simple technique that any club sponsor, teacher, or director of extra-curricular activities may easily and effectively apply to discover just how efficient is his own club program.

(1) It was found advisable to have the members of each club check or rate themselves on the following questionnaire:

1. Do you like this club?
2. Do the members respect the club's president?
3. Do the members respect one another?
4. Is the club businesslike?
5. Is there growth in knowledge?
6. Is there growth in leadership?
7. Is there provision for individual differences?
8. Does the club help to develop desirable character?
9. Does the club help you develop skills?
10. Does the club help you in your home?
11. Does the club help you in your school?
12. Does the club work help your community?
13. Is the club democratic?
14. Is the president satisfactory?
15. Is the sponsor satisfactory?
16. Do the members cooperate in the club's work?

In the study of sixty high school clubs for five years, the average rating on this questionnaire for healthy, flourishing clubs was 76.5; while for the disintegrating or dying clubs the averaged rating for the period was 48, on a 100 per cent basis.

Each question was accompanied by a five-point rating scale: "Very Good," 100-75% "Good," 75-50%; "Fair," 50-25%; "Poor," 25-1%; "Very Poor," 1-0%. The members checked one descriptive square of the scale for each question according to their best knowledge and judgment. The percentage of each separate question on each section of the scale for the aggregate membership was worked out with due regard to the changing

ENID S. SMITH

*Professor of English and Education,
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number of members in different semesters. To illustrate: the composite returns from a certain club on the first question were 52%, "Very Good," 31% "Good," 10% "Fair," 7% "Poor," 0% "Very Poor"; which meant that on the first question, "Do you like this club," 52% of the membership expressed their liking for the club under "Very Good," valued at between 100-75%; 31% of the membership under "Good," 75-50%; 10% of the membership under "Fair," or 50-25%; and 7% rated it "Poor," with the equivalent of 25-1%. To compare these results with findings of the same or different clubs in different semesters it was necessary to obtain, through weighting, one figure for each question and to reduce this figure again to the 100 percentile basis. Therefore, "Very Good" was arbitrarily given a weight of 5 on the five-point scale, "Good" was given 4, "Fair" was given 3, "Poor" 2, "Very Poor" 1. Taking the above example in which 52% of the members of the club indicated their liking for the club under "Very Good," the respective weights were 260, 123, 40, 14, totalling 428, which when reduced to the 100 percentile basis dividing by five, came to 85.6 per cent; meaning that, at that particular time in that particular club, the membership as a whole rated its liking for the club at 85.6 per cent—a figure which could be easily compared with 50 per cent obtained in the same way from another club.

(2) Likewise, to obtain a general estimate of the health of the club's leadership it is well to rate the club president on the following qualities which we expect in leaders:

1. Self control (Master of self, well-balanced)
2. Judgment (Common sense)
3. Fairness (Impartiality)
4. Enthusiasm (Zeal, pep)
5. Patience (Preseverance, long-suffering)
6. Courage (Bravery, strength of convictions)
7. Reverence (Respect for Deity and for humanity)
8. Humility (Modest, unpretending)
9. Alertness (Ability to understand a situation quickly)
10. Resourcefulness (Ability to help in time of need)
11. Progressiveness (Willingness to grow, to change)
12. Cheerfulness (In good spirits, happy outlook)

In the aforementioned study of sixty high school clubs, the above questionnaire, accompanied by a five-point rating scale, and tabulated in the same manner as the previous questionnaire on club members, was given to three especially qualified raters—the dean of girls, a teacher, and a member of the student council—all having received some special training in the art of observation. They were selected on the basis of their knowledge of clubs, their educational background, interest, personal characteristics, and willingness to cooperate. Every effort was made to be as objective as possible, and to attract no attention to them as they entered the club rooms with other visitors, from time to time, in order to obtain a complete rating on all the points mentioned in the questionnaire. The averaged ratings for the five-year high school study for the healthy flourishing club presidents were 87 per cent, and for the disintegrating or dying clubs but 53 per cent.

Some club presidents possessing real merit rate low on the questionnaire. In some cases they possess poor judgment, do not understand the principles of management and of organization, try to do everything themselves, and forget that a very important part of their work is to share and delegate responsibility to members of the club that need just such training in leadership. At times the club degenerates into aimlessness or mere social activities, because the president has failed to present to the club an interesting program of work during his term of office. When the president shows real promise, but lacks a knowledge of the techniques of club management he may often be benefited by a Leaders' Class in which officers receive special training. Such a class may be conducted by the director of extra-curricular activities or by a club sponsor.

(3) The ratings of the club sponsors on the following questionnaire also indicate the health of the club's leadership:

1. Does the sponsor show interest in the club?
2. Does the sponsor command the pupils' respect?
3. Does the sponsor permit the pupils to lead?
4. Does the sponsor act as guide when called upon?
5. Does the sponsor know the subject matter of the club's interest?
6. Is the sponsor enthusiastic?
7. Is the sponsor fair, unprejudiced?
8. Is the sponsor resourceful?
9. Is the sponsor friendly, one with the students?
10. Is the sponsor prompt at the meetings?

The results of this questionnaire in the hands of three raters, accompanied by the five-point scale, were tabulated in the same way as was the questionnaire on club presi-

dents. In the study of the sixty high school clubs, the averaged ratings of the sponsors over the five-year period for the healthy, flourishing clubs were 79, and for the dying clubs 42.6.

It seems best to have all clubs under faculty supervision; the role of sponsor, therefore, is an important one. Sponsors are usually appointed by the principal, but sometimes they are selected by mutual agreement of students and sponsors and approved by the administration. The writer found the latter method to be the most successful in the majority of cases.

(4) When a club program is organized, it is well for the students, officers, and sponsor to agree upon a list of possible projects that would be suitable for a given school and community. There may also be home projects running parallel with school projects. Some of the programs may be planned around the project, with reports from various communities, exhibits, and special speakers. For example, a club may have a school garden as a project, likewise a home garden, where improved methods learned in club meetings are being tried out. Furthermore, upon request, a club may go into the community and help start gardens on vacant lots and elsewhere to beautify the community.

In the study of the sixty high school clubs, the following technique was found effective in evaluating club projects. To a group of teachers selected on the basis of their club experience, interest, and willingness to cooperate, a list of all the club projects of the school was given. Each teacher rearranged these projects in order of their importance to the school and to the community according to his best knowledge and judgment, after which the director of the activity program tabulated the votes for each project, and then finally arranged the projects in order of their preference, according to the vote of the majority. On account of the yearly variation in the number of clubs, and the desirability of comparing the projects of different clubs, it was found necessary to weight the projects each year according to the number of projects for that year, and then to translate them into the terms of a 100 percentile scale. For example, in a distribution of 40 clubs, the highest ranked group of projects for any club would receive 40 points, which translated into terms of the 100 percentile scale would be two and a half times 40, or 100 points. Likewise, the second highest in rank would receive 39 points, which when translated would equal two and one half times 39, or a weight of 97 and a half on the hundred percentile scale. Again, in a distribution of 60 clubs, the highest ranked projects would obtain 60 points, which translated in terms of a 100 percentile scale would equal one and two thirds times 60, or 100 points. Likewise,

(Continued on page 77)

An Experiment in Guidance

IN THE fall of 1935, a faculty member of Sycamore Community High School was asked to talk to the monthly meeting of the high school teachers on "Guidance," a subject which she had been studying. This meeting was the beginning of many more on the subject and was the initiator of a guidance program beginning the following semester. The program was planned to start in a very small way and to grow and spread in influence over many years. It has done that. It has spread a subtle and fine spirit throughout the school.

The school is a community high school located in a town of about four thousand people. The enrollment is approximately four hundred. The community is both rural and urban in character, as farming and manufacturing are the chief industries. Further, it is the county seat, so there are many professional and clerical occupations. The faculty numbers eighteen and changes little from year to year.

The program had its beginning in a faculty committee of three who were asked by the administrators to survey the situation and to find out what was good and what could well be bettered in the school. After thorough consideration and after discussion with other members of the faculty, the committee submitted a written report describing the aims of a suggested guidance program, pointing out the conditions necessitating changes, and making specific recommendations for the remainder of the year and general recommendations for the following year.

The administration gave full freedom to the faculty and co-operated in every way. Enthusiasm in the faculty grew by leaps and bounds. The teachers spent many extra hours in planning the program. After the program was under way the students were asked to participate to an increasing extent.

These things have been accomplished as a result of our guidance program:

1. Mental measurement, carefully used.
2. Knowledge of home and family background of pupils.
3. Establishment of the home room system.
4. Surveys of students' needs.
5. A fitting of the school's program to the students' needs.
6. Careful individual attention through the home room to the planning of each individual's curricular and extra-curricular program.
7. Building of a record system over a period

THEODOSIA KEELER

MILDRED BRINKMEIER ERICKSON

*Teachers, Community High School
Sycamore, Illinois*

of years by and for Sycamore High School.

8. Collection of catalogs from trade schools and colleges that may be available to every pupil.
9. Co-operation with the junior high school. Securing information about and giving information to incoming freshmen. Establishment of Freshman Day.
10. Installation of a group guidance program.

Typical activities in the group guidance program include:

1. Orientation of incoming pupils to the school.
2. Learning more about etiquette.
3. Various approaches to the problem of using leisure time effectively.
4. Appreciation of games and sports as: demonstration of basic principles of football and basketball by the squad in the gymnasium.
5. Study of choosing vocations through self-analysis, collections of letters from successful graduates, studying and selecting occupations from compiled lists, talks by townspeople, guidance conferences with leaders in various vocations.
6. Evaluation of movies.
7. Hobby shows and permanent hobby show case.
8. Consumer education.
9. Effective traffic education program.
10. Collection of vocational guidance information.
11. Provision for individual counseling.
12. Survey of student, alumni, community and faculty opinion on report cards leading to the building and use of a new type report card effective next year.
13. Improvement in the attendance and tardiness situation.
14. Study of personality development and successful relationships between pupils and home, friends and community.

Our group guidance has been planned to meet the needs of those who remain in our rather prosperous rural community and for those who go on to college. Most adolescents are interested in conventional behavior. During each of a pupil's first three years in high school he is given two or three group guid-

ance periods on etiquette. Often the home room teacher has a question box on her desk in which pupils leave their questions. At times they ask for instruction on certain subjects. On one occasion, for instance, a boy requested a lesson on the correct behavior for a guest. The question box is only a device for enabling the timid to learn without embarrassment.

Another objective of the program has been to enable pupils to use their leisure time intelligently. We have had demonstrations on how to appreciate football and basketball games; what to look for in the offense and defense; what were designated as fouls. Some pupils go to games for years and really know very little about the sport they have been witnessing.

Since movie going is one of their favorite pastimes, we attempt to give them training on what constitutes a good motion picture. We hope to do more of this and to direct their attention to phases other than mere plot. They are very much interested in this and we feel sure are far more discriminating than young people were ten years ago.

We make an effort to encourage students to discuss their hobbies. Our Freshman Class Hobby Show sponsored by the home rooms was so successful that we now have as a permanent attraction a show case in the study hall so that various pupils may display their hobbies. Many times unknown pupils become important when others learn of their hobby. This seems to be one of the best means of helping pupils to form new friendships and to adjust themselves to the group.

An important part of the group guidance is an effort to build good attitudes toward school and life. We discuss attitudes toward school situations. There are lessons on personality, on popularity, on success. In a recent vote taken in the freshman class these pupils indicated that what they desired most in life was a happy home, second was interesting friendships. We try to get our pupils to think in terms of what they would like to be in ten or twenty years.

Another series of home room group guidance programs is concerned with consumer education in which the consumer problems of all boys and girls are stressed.

There is no special class in our school program where traffic regulations and motor car operation may be studied. The home room group guidance program has assumed this responsibility, so that each pupil in high school may receive some instruction. A traffic unit is presented in the sophomore and junior years because it is at this time that most young people begin to drive.

Probably the closest bond between the school and the community concerns vocational

guidance. We have on record what all the employers in town consider the most valuable characteristics in employees. Local business men and members of the professions are asked to speak to the juniors and seniors.

In our present set-up we have twelve home room sponsors. Four have freshmen; three, sophomores; three, juniors; two, seniors. Each pupil has four home room teachers during his years in high school. There are two reasons for this organization. First, some pupil-teacher combinations are not successful; and second, it enables the teacher to become more familiar with the materials and the problems of one particular age level.

One teacher is permanent chairman of guidance. Each of the four groups of sponsors has its chairman who meets with the general chairman to plan the program. Each of the four chairmen is responsible for his particular grade. It is his duty to plan a general outline of each group guidance lesson. Sometimes he delegates this work to another sponsor in his group who may have a special interest in one phase of the work. Effort is made to avoid any overlapping during the four years.

The assembly programs are planned to follow the general program. Last spring the home economic department had a program that fitted in with the etiquette unit. The commercial department had a program which stressed certain points in vocational guidance. Again the emphasis may be on extra-curricular or leisure time pursuits.

The organization of the home room system has meant that the home room is more and more becoming an important instrument of administration. There is little doubt about its value in expediting all matters of routine.

We have attempted to discover student opinion through group guidance. For instance, next year we are changing our type of report cards. A questionnaire was given to each pupil so that he might express himself. The report card was the topic of discussion for a group guidance period. When there was criticism of our assembly programs, a representative committee of students and faculty members discussed the situation.

On the other hand these students are somewhat like voters in general. If you merely ask them what they would like they will prefer to "just wait," providing the sitting is comfortable. It is often surprising how imitative or completely indifferent they may be.

There is also the difficulty that there is little tangible reward for the pupil in the group guidance period. Most students like to see a grade. They like even better, public appearances with a possibility that their name may be in the local paper where neigh-

bors and relatives may see it. Since both of these rewards are missing, there are pupils who tend to lose their enthusiasm.

To offset this, some frankly admit that this training is very helpful to them. Here they deal with subjects which they might never find in classroom contacts. They meet pupils and the teacher in a situation which is different from the ordinary class. They are aware of differences in teacher enthusiasm for the guidance program.

Through the guidance program many pupils have a new perspective on the interdependence of life in school and out of school. They give serious thought to the selection of and preparation for a vocation. Often they will return to us a year or two after graduation for information on schools and vocations.

In their social life they are much more at ease, now that they know the more important points of etiquette. Eight years ago at the Junior-Senior Prom only the children of the more socially prominent families of the town danced. The others sat about in painful embarrassment. Now every one accepts the trip down the reception line, introduces his partner to faculty members and students, and enjoys himself. There is no longer any problem of wall flowers.

Leadership and "fellowship" ability have been developed. Students are increasingly able to carry on under their own steam. They respect more deeply one another's efforts. They begin to understand and, therefore, to co-operate more in the work of the faculty. Unknown skills, abilities, and special talents have appeared, sometimes in places where they were least expected. The students begin to look ahead to see things to be done without being told. Of great importance is the development of a feeling of fellowship between pupils and teachers. Teachers who have sometimes lost sight of the student's point of view have become more understanding and charitable. There is a greater pride in the appearance of the school grounds and a respect for school property. Incoming teachers, visitors, and townsfolk comment on the fine spirit of the student body.

We feel that much has been done through the program and that much remains to be done. Most of the teachers are very enthusiastic, a few are just as unenthusiastic. The students recognize this fact and comment on it. The people of the community, while they have been brought into the program in many ways, need to be contacted to a much greater degree. The physical aims of the program have been at a standstill to a large extent due to lack of co-operation. The great amount of thought, time and effort necessary to carry on such a program must be in addition to the teachers' regular load. There must be a constant change and growth in the program.

However, the cost has been relatively small and the results have been tremendously gratifying.

Should faculty home room sponsors be questioned regarding the success of the program, their answers would undoubtedly vary directly with their own enthusiasm for the program. We have sponsors who thoroughly approve of a program of guidance and who believe that in the last three years they have seen some real achievements. Others accept home room sponsorships without complaint, but also without any great enthusiasm. Still others see little or no value in guidance and would discard it.

Always necessity demands that some men and women with little interest in the work must be called upon to act as sponsors. Since the program was set up by the faculty through a democratic procedure it must continue by the same means. What the future course of the guidance program in the Sycamore High School may be will depend upon the value the majority of pupils, teachers, and parents find in the program.

Pep Squad in Carnival

KAY W. TEER

Girls Physical Education Instructor, Edinburg High School, Edinburg, Texas

A DISTINCTIVE as well as unique drill was given last year by the Edinburg High School Sergeanettes at the annual Hallowe'en School Carnival.

The drill consisted of two parts—the first representing the people under the reign of the bad witch, and the second under the reign of the good witch (Carnival Queen). The girls were divided into three groups. The first entered the field from the north side. The other two entered from the east and stood about thirty feet apart. They entered the field with a slow, dragging step, carrying a heavy chain, to the slow depressive beat of drums. Each move showed pain, grief, and terror under the rule of the bad witch. Each girl was entirely enveloped in a long white sheet while the bad witch, dressed in black, ran about, cracking a long whip and giving hysterical laughs of joy. When the three groups met, they stood in the form of an "H", after which they fell to the ground from exhaustion.

The Queen of the Carnival came out, killed the witch, and the drill came to life. While on the ground, the girls shed the sheets and then rose in their regular colorful uniforms. After bowing to the Queen, they went into a peppy five minute drill. The drill ended in an arrow marching to the Queen's throne. Each girl saluted and passed out, one to the right and the next to the left of the throne.

Citizens in the Making

THIS is a naturalization skit with emphasis on the spiritual meaning of citizenship. Any sociology book or a visit to a naturalization headquarters will give students and teacher the necessary background.

SCENE: A courtroom with judge's bench etc. An American flag should be hung a little to the left of the judge's chair.

CHARACTERS: Judge, clerk of court, candidates for citizenship, two witnesses for each candidate, spectators.

INTRODUCTION: Today the only hope for millions of oppressed people in the other countries of the world seems to lie in the land of opportunity.

To these people their first glimpse of the new world, the statue of liberty, symbolizes the equality of man. There can be no greater blessing than this. The moment these foreign-born set foot on the soil of our country, they begin immediately to enjoy many of the rights that we Americans enjoy. They have a right to be tried by a jury of their peers, the right of free worship, and the right of free speech. However, they miss the greatest thing—the right to become a link in the chain of our great democracy. For this reason, these people wish to become American citizens. American citizenship may not aid these people to make more money, to have a finer house, or to have a finer car, but it gives them the spiritual value of American citizenship.

These people cannot obtain citizenship immediately. After they have declared their intentions to become citizens, they must wait five years before they file the petition for naturalization. At the end of ninety days they appear before the civil court and obtain their final papers, provided their record has been good. During these five years, these future citizens are naturally anxious to learn more about the history, customs, and the government of our country. After working hard all day they attend night school. So intent upon learning are some of these people that they fail to go home to dinner after work but go directly to school. Bakers come in their aprons, plumbers come in overalls—all in hope of someday becoming American citizens.

This morning we are going to present the final stage of citizenship rights—a real naturalization as done in a courtroom. Many of these scenes were witnessed by members of the cast in the federal court—with the omission, of course, of real names and the addition of a bit of local color. Any reference to actual

IDA KUEHNAST AND LILLIE SPIERING
Washington High School, Milwaukee, Wis.

persons either living or dead is purely coincidental.

(Curtain opens showing filled courtroom. Clerk comes in.)

Clerk:—Hear ye! Hear ye! Hear ye! Any person having business with this court will be heard. When the judge comes in, please rise.

(As the judge enters, all rise. Judge seats himself.)

Judge:—This court is now in session. Clerk, call the first case.

Clerk:—John Thomas O'Leary.

(O'Leary and his two witnesses step forward, candidate in middle) Raise your right hands. Do you solemnly swear that the information contained in these records is the truth and nothing but the truth?

Candidate and Witnesses:—I do.

(Clerk checks witnesses—name and length of time each has known the candidate. The time must be five years or over.)

Clerk:—Mr. . . . , How long have you known this man?

First Witness:—Seven years.

Clerk:—Do you think he will be a desirable citizen?

First Witness:—I am sure he will. He has been in my employ for seven years and is a steady, reliable worker.

(Clerk asks witness number two the same questions. The answers should, of course, be different. Use imagination here.)

Clerk:—(Checks candidates) Appearance: eyes, blue; hair, brown; age, 47; birthplace, Wisconsin.

Judge:—(interrupting) Why are you applying for citizenship? You were born in this country.

O'Leary:—Your Honor, it's this way. About seventeen years ago I read about some cheap land grants in Canada. It was wonderful wheat land, and I thought it would be an opportunity. I didn't take time, though, to read the papers carefully before signing them and later I found I had signed away my American citizenship.

Judge:—Yes, that is the case with so many people. One should always read a paper carefully before signing. Well, these records show that your conduct in the United States before you left for Canada was excellent and what you did in Canada was worthy also. Therefore, it is with pleasure that I

give back your American citizenship.
Next case, please.

(Case number two)

Clerk:—Michael Angelo Fenske.

(Michael Angelo Fenske and his two witnesses come forward and take their places. Clerk swears them in.)

Clerk to First Witness:—Mr. Richards, how long have you known this man?

Witness:—My name is not Mr. Richards.

Judge:—According to the records that is the name of one of your witnesses. Where is he?

M. A. Fenske:—Well, your Honor, they took him to the hospital yesterday and I thought I could bring some other neighbor.

Judge:—No, you will have to take your new witness to the clerk downstairs and have him registered. You may come back later.

M. A. Fenske:—Leaves and comes back later, perhaps after case four, excitedly waving his papers.

I've got it, judge! I've got it, judge!

Judge:—(raps) We must have order! Remember this is a courtroom. Clerk, continue this man's case.

(Clerk swears in new witness and follows usual preliminaries, checking age, color of hair, eyes, etc.)

Clerk:—Were you ever arrested?

M. A. Fenske:—Well, judge, just once. It was like this. I parked my car 15 feet from an intersection one day and attended to some business. When I came back there was a cop in the car. He gave me a ticket and said I was only 13½ feet from the corner. We argued for a time and finally the cop went into a house and came back with a ruler.

Judge:—Ruler? You mean a yardstick?

M.A.F.—No, your honor, a ruler 12 inches long, like this (Shows with hands) I ask your honor, should I have had a ticket?

Judge:—It is not within the province of this court to render judgment on your violation of the parking law.

M.A.F.—Well, that is the only time I was arrested.

Judge:—That was not so bad. I believe this court can overlook that fact and grant your citizenship. Be careful in the future, however.

Proceed with the next case, clerk

Clerk:—Mrs. Rebecca Prokinsky.

(Three women came forward, Mrs. Prokinsky looking toilworn.)

Clerk:—(Swears them in and checks the witnesses etc.)

Eyes, brown; hair, white; age 70.

(Scans papers and confers with judge.)

Judge:—You have been in this country a long time. Why haven't you applied for citizenship before this?

Rebecca:—Well, Your Honor, it was this way.

When my husband died I was left with seven children, all boys and I didn't have time. Now that they are able to take care of themselves I thought I would like to be an American citizen. I'm not too old, am I? It's not too late, is it?

Judge:—How are the sons employed? Have you a record, clerk?

(Clerk hands him the records) Sons are very desirable citizens.

Judge:—Mrs. Prokinsky, the records show that you have failed to pass your first examination because you did not know the names of your senator and alderman. Well, Mrs. Prokinsky, I think there is more to being a good American citizen than knowing the names of your senator and alderman. Those you can obtain from your neighbor.

Because you have brought up seven fine sons who are a credit to the community as well as to yourself, this court shall overlook the fact that you failed to answer your examination 100%. What America needs is more people like you, people who live to better the world as well as themselves. In doing what you have done, you have given more service to your country than have many people who have been citizens for many years. We deem it a privilege to grant you your citizenship.

Next case, please.

(Enter Michael Angelo Fenske) (He is waving his paper)

Clerk:—Guiseppe Rigoletti.

(Guiseppe Rigoletti with bandaged eye and accompanied by two witnesses steps forward. Clerk swears them in and goes through usual preliminaries—age, eyes, hair, birthplace, etc.)

Are you married?

G.R.—Yes.

Clerk:—Were you ever arrested?

G.R.—(Hesitates and finally says) No!

(Clerk whispers to judge)

Judge:—Why are you wearing that bandage?

G.R.—My eye is sore, your honor.

Judge:—What do you mean, sore?

G.R.—It hurts like everything.

Judge:—What do you mean by sore. In what manner is it sore?

G.R.—It hurts like everything.

Judge: Remove that bandage, please.

G.R.—(fumbles with the bandage) I don't think I can; it's on so tight.

Judge:—(to clerk) Clerk, help the gentleman.

(Bandage is removed and discloses a bruised eye)

In that drunken condition it should hurt. These records show that you were in a drunken brawl night before last. What have you to say to that?

G.R.—I only had a drop too much.

Judge:—You are right, it was too much. Furthermore, these records show that you

have been arrested several times and each time for intoxication. (He considers a moment) Is this man's wife in court? If she is, please let her come forward.

(Mrs. Riogletti comes reluctantly forward)

Mrs. R:—All I've got to say, Judge—

Judge:—(raps) I'll do the questioning. Have you any children?

Mrs. R:—Two.

Judge:—Does this man come home intoxicated very often?

Mrs. R:—No, and he means well, your honor. He supports me and the children. I'm sure he'll be a changed man if you grant him his citizenship.

Judge:—Do you ever go out with your husband and celebrate?

Mrs. R:—Oh, on special occasions—birthdays, anniversaries, etc.

Judge:—How many birthdays do you have in your family?

Mrs. R:—Well, there's mine and my husbands, the children's, my mother's, my mother-in-laws', my sister's husband's aunt's—

Judge: (raps) That will be enough. (considers) It would be hardly fair to the people who are already citizens to allow you to become citizens under such conditions. It is pitiful that children have to grow up with such an environment. It is hardly fair to expect the children to be much different than the parents. It is the decision of the court that citizenship shall not be granted Guiseppa Riogletti at this time, but in case that you can at some later date present yourself to this court and prove that you have turned over a new leaf, this court will consider your application.

Next case, please.

Mrs. R:—See (says Mrs. R. as she excitedly pulls at her husband as they leave) I told how it would be. It's all your fault. Wait till we get home, etc.

Judge:—Call the next case.

Clerk:—Ninotchka Yanikovatschka (and two witnesses step forward)

Clerk:—Hold up right hand, etc. Your name is?

Ninotchka:—Ninotchka (she says rapidly)

Clerk:—Again please.

Judge:—That ought to be spelled not pronounced.

(Clerk checks color of eyes; Ninotchka rolls them; Judge raps for order.)

Clerk:—This description says your hair is red.

Ninotchka:—You know these modern beauty parlors. I went in a red head and came out a blond. I once heard a story etc.—

Judge: (Raps for order) We have no time for stories. Continue please.

Clerk: Were you ever arrested?

Ninotchka:—Certainly not!

Clerk:—Born in Estholfvania. Is that right?

Ninotchka:—Well, the map changes so often. That's what it was when I lived there.

Judge:—Will you please tell this court why you came to America?

Ninotchka:—There was too much dialectic materialism and too, too much cross emotionalism. I wanted to be free and I wanted to be alone.

Judge:—What is your occupation?

Ninotchka:—I am an actress. Did you not see my performance in "The Bells of Romany?"

Judge:—An actress—hm. In this country we do not believe in living for oneself. We live to help one another. The court records show that you have relatives in your native land. Why don't you bring them here? Learn to be unselfish. Only by thinking of others can you possibly be successful. Look at one of our greatest actresses. She got the American spirit and sent for her mother and other relatives. Why don't you do likewise?

Although this court will grant you your citizenship, it hopes that you will take its advice.

Clerk:—Hans Wolkenkratzer!

(At first Hans does not hear, because he is too busy talking to his neighbor. On a second calling, his neighbor nudges him and he hurries to the witness stand.)

Hm . . . m . . . m . . . Age 35 . . . height: 6 feet . . . weight; 175 pounds . . . eyes: blue . . . hair: brown . . . occupation: machinist . . . birthplace: ??? What's this, your honor? Why look! It is written out in latitude and longitude. What does he mean?

Judge:—What do you mean?

Hans:—Vell, your honor, it vos dis vay . . . I wrote it out in latitude and longitude, 'cause I'm not sure what country it is now. You know, da vay die map iss always changingk. It's someplace in central Europe dough.

Judge:—All right, we'll put it down as Austria.

Clerk:—Hans Wolkenkratzer, do you solemnly swear that all the information contained in these records is the truth, the whole truth, and nothing but the truth?

Hans:—(Raises his hand in awkward manner.) Jawohl . . . oder I mean I do.

Clerk:—(Pushes Hans' hand down) No-o-o, no, no. We don't do that in this country. Put your hand down.

Hans:—Oxcuse me, your honor, I forgot mine-self.

Clerk:—Have you ever been arrested?

Hans:—(Stammers about in embarrassed manner.) Vell . . . er . . . ah . . . ahem.

Judge:—Well, well, speak up. Have you ever been arrested?

Hans:—Only vonce, your honor, and denn I don't know if I vos, if I vosn't.

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Public School Public Relations and Publicity

PUBLIC confidence and public suspicion are separated by only a door. Until recently, those persons entrusted with public school responsibility have kept that door to mutual understanding hermetically sealed—and have made hermits of all their objectives, methods, achievements, and problems. Now that taxpayers are beginning to bawl lustily of thirst, the wells are beginning to be dug.

"But," warns that growing voice with the parched tongue, "never mind the glamour stuff. Give us information. Tell us what you're doing. How you do it. Why? What good is it? What does it cost? What does my child get from it that is worth the inevitable increase in the school budget? It's my money you're spending, and I've a right to know."

And there you have it—the problem of today, on the educational horizon of tomorrow, a great pioneering job still haunting the Land of the Limbo.

But first of all, let's understand that Public Relations is *complete*, simple, factual, non-editorialized, informational reporting of the school community—impartially, unemotionally, and in good taste. It is *not* partial truth, misrepresentation, or propaganda.

There also is a need, desire, and justification for publicity—a much overworked and abused word which too often is confused with press agent ballyhoo. True school publicity presents *credible* information which, while not essential, helps round out a program of securing public attention to activity rather than to purpose. It is *not* free advertising, individual glorification, or self-aggrandizement, either personal or institutional.

Yet (and here I go 'way out on the limb!) the mechanical perfection of private, commercial, industrial, realty, and political press agency and ballyhoo might well be applied. *The essential difference lies in purpose.* And purpose shapes a distinctly different finished product.

Ballyhoo is presented to *induce*—public school public relations and publicity should be presented to *inform*.

Even a cursory examination of science, social, educational, and sports pages of the daily press will supply adequate evidence of the success to which every leading college and university has adapted the acquisitive and distributive mechanics of ballyhoo to legitimate ends.

Due to the negative connotation that has

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become attached to the originally fine word "Publicity," I would recommend applying the title "Department" or "Bureau of Public Information." This title, however, limits in scope and precludes the promotion of interpretive activities and projects that come under the titular scope of "public relations."

As I understand the job, public school publicity should follow the same efficient, highly proficient and successful *methods* as do the above-mentioned publicists—via press, magazines, publications, exhibits, community projects, moving pictures, and radio. The essential difference lies only in *purpose*, a purpose of *interpretation*.

With few exceptions, public schools need not and should not apply undue publicity pressure for gate receipts, student enrollment, grants, scholarship funds, buildings, and endowments. They should, however, use the same methods as do the collegians—for examples, for popularizing and interpreting the school system to its taxpayers.

Therefore, the press should be supplied with attractive layouts of public school teams, dramas, choral and instrumental musical activities, the shop, art and domestic science departments, the laboratory, the library—even the boiler room. The pictures and stories should be just as good as the collegiate output. Pictorial statistics of alumni achievement in college, commerce, and industry should not be neglected, nor should pictures with explanations of the student transportation problem. All this with a *prima facie* purpose of justifying the expenses involved.

But—the sport picture, for example, will be of the team rather than of a star or of the coach. Everyone is equal in ability in public school interpretation where strict democracy also would frown on the featuring of coach or individual players (singers, musicians, etc.) as "unfair to the others." The same principle applies to all photos and stories representing group activity. "All the group or no picture at all," is a safe rule.

Local papers, especially the sports departments, are more generous to home-town high schools than to colleges, and often will pay the engraving costs. The danger then is that

when they pay the bill, they also will picture whomever and however they please. Many schools are in communities boasting only weeklies. Neighboring dailies, which are read more thoroughly even in the home town, and in which the material would be more useful, dare not splurge from their own coffers without drawing jealous ire from their home institutions.

By supplying mats of all major activities and well-written stories, a public school can secure space in every neighboring daily as well as in the local weekly, plus enjoying the advantage of controlling the type and arrangement of presentation. By keeping photos and biographical material on all students carefully filed for immediate supply, following elections, awards, accidents, deaths, etc., a warm spot in the heart of every editor within the 2,000 square miles of average public school coverage desired can be enjoyed. The reason is too obvious—the public school system with this service is as yet without competition in its field!

Of more concern to the public school interpreter than to the college publicist is the proximity to immediate reactions. Lack of thorough knowledge and understanding of the immediate community will prove fatal. This places added importance on the quality and policy of all school and student publications. One carelessly edited issue of the student newspaper may undo a full year's back-breaking effort toward professional press and public good will.

Getting faculty members to write and speak for their salary-paying public is difficult. No such obligations can be written into public school contracts. Teachers too often lack the authority, confidence, or ambition to do such valuable extra chores. Many fear criticism or misinterpretation of such efforts. Most are over-worked as it is. The same attitude is held regarding the use of personal pictures, the expense of cuts and mats for which normally would need be paid by the teacher.

The very nature and complexity of any school system plus related organizations such as P.T.A.'s, Visiting Nurse Associations, welfare agencies, booster, and civic groups present both opportunities and problems which should be interpreted only by one well versed in education as a profession and experienced with the needs and mechanics of newspapers and promotional media.

That is why "outside" writers, publicists and reporters, no matter how expert, have failed in nearly every instance where the experiment has been conducted. A teaching background seems necessary. Otherwise the big distinction between press agent ballyhoo and honest publicity and interpretation is lost, with utterly defeated objectives and disastrous results.

Ah yes, the budget! Boards of education are authorized to spend taxpayers' money only in direct application to actual necessities of student education. Raising funds for publicity and interpretation through special activities also is barred by many schools whose students operate on the all-inclusive "no extras" student ticket plan. A few Boards of education, however, have found a bookkeeping method of justifying an interpretation appropriation. Most of them have not, and are beginning to regret it.

The public school superintendent or supervising principal holds the key. He should hire only a teacher-interpreter. He must have implicit trust and confidence in that interpreter and provide him reasonable freedom in which to work and time to build. If this cannot be done, the interpreter should be discharged and another hired who will merit such consideration.

The administrator then must provide the interpreter with adequate facilities and the means of attaining necessary funds. To work successfully, the public school interpreter should be relieved of home rooms, study hall, and extra-curricular duties. His teaching load must be kept at a minimum.

Organization for Election Year

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High School Principal, Waterville, Minnesota

ABOUT half of our students will see only one presidential campaign during all their years in the junior-senior high school; the remaining students will witness only two campaigns. In view of the very great importance of the presidential election in our American democracy, school administrators would do well to plan immediately on how they are going to use the approaching election as a means for effective citizenship teaching.

In cooperation with the teachers of the social sciences, some plan can be worked out whereby a mock election is held on election day, or the day preceding if election day is taken as a holiday. One interesting plan is to organize classes into states, with each major party having its state committee. When the votes are counted, the result can be expressed in both "popular" and "electoral" votes.

The plan proposed here is more than a means of gathering a "straw vote" to see, on the basis of student preferences, what the community sentiment is apt to be. The idea is to make the arrangements for the election as complete as possible so that students will

(Continued on page 93)

Discovering Pupil Preference in Assemblies

ONE of the valuable results of the new thought in school work is that of translating the offerings of the school curriculum into functional responses on the part of the pupils involved. Instead of requiring that the pupil do a given amount and kind of work in order to become "educated," we now seek to fix some logical reason for having him experience the thing in question. If there seems to be no other reason than formal discipline or tradition for the work to be done, wise teachers and administrators seek for other experiences. Problem solving, socializing experiences, adjustment of the individual to his group, and purposeful planning by the learner, all these constitute reasons advanced for most of the educative experiences in the modern progressive school.

Because it is traditional for the teacher to dominate the learning situation, to provide the assignment of learning experiences, and to see to it that the desired learning takes place, it is difficult for the teacher to assume the role of the most mature person in the group, the guide and the person with most varied experiences. He many times, because ultimately he is responsible for results, good or bad, fears to allow the pupil too much latitude in planning, executing, and assuming a fair share of the responsibilities for the results obtained.

While the school assembly may rightfully claim a place in the modern school because it unifies the school; it provides socializing opportunities for individuals; it supplements the classroom experiences by giving an opportunity to use the learnings there obtained; it discovers special interests and aptitudes; it trains in co-operation, loyalty, and open-mindedness; and it exposes gaps in the regular teaching, providing remedial opportunities, yet it sometimes is not used as effectively as possible because it is dominated too much by the teacher for the reason given above. Many times this domination takes the form of requiring that the teacher be the ultimate judge of the appropriateness and popularity of the type and nature of the program. In brief, if the program is desirable or good, in the last analysis, it must be enjoyed or accepted by the teacher.

Obviously this bald statement will not be accepted by the average teacher. No one is more sincere than he about letting the pupils become educated by the only practical method, namely, through experience. Yet he knows

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too, that this experience must be a controlled experience, else where will the past experiences of the race play their part, and how can embarrassment, and even regret, be avoided by allowing the immature pupil to blunder into something not socially acceptable which, because it occurred in the school assembly, may rightfully be presumed to be approved by the school? Yet, in spite of his sincerity, many times the teacher reduces the potential effectiveness of the assembly by too much voice in planning, executing, and judging.

Among other principles which should govern assembly programs offered by Baldwin¹ are these two: "(1) Many programs, however, should be initiated by pupils as well as produced by them. The value of having pupils feel responsible for the success of the programs cannot be over-emphasized. . . . Of course they will need supervision and guidance. . . . (2) The assembly should not be allowed to drag and waste time for the audience, because this stifles interest. Something vitally interesting and important should be going forward all the time. . . ."

If these two principles are carried out to the extent that their implications reach, some feasible method of determining the preference of the pupil audience must be found. The pupil audience is by far the most common type of audience for the school assembly. To be accepted by one's own classmate is a driving urge for the average child. Thus motivation and fair competition are had, and principle one, above, is met. At the assembly period pupils must, usually without right to refuse, attend and sit through the offering, whether it is of interest to them or not is vital if the socializing function, the integrating or unifying function, or the other main functions of the assembly period are to be obtained. Let us attempt to find out just what pupils like in assemblies.

Realizing the importance of the audience reaction to the offerings of the school assembly, the writer has, during the past year, worked with the student council of his school, using the plan described, in an effort to find out which program was most liked by the students.

The plan called for the use of three forms,

as shown below. These forms were devised by first having each home room discuss the ways and means of selecting the best assembly and submitting its plans, then a discussion of the submitted plans by the councils.

The Assembly Score Card, Form I, was used by each pupil. As soon as conveniently possible after the presentation of a program,

ASSEMBLY SCORE CARD		
Points to be Rated	Value	(Assembly Dates)
1. Nature of Program		
Liked the Program	2	
Well Selected	2	
Originality	4	
2. Preparation		
Parts and Action		
Memorized	4	
Relative Number of		
Players	4	
Material on Hand	2	
3. Presentation		
Stage Setting	2	
Delivery	12	
Costuming	2	
Total Points	34	

Figure I—Pupil's Score Card for Assemblies

the home room marked this card. The cards were kept by the home room teacher in the interim between assemblies to insure that they be on hand when needed and to prevent changing later. Total points for a given program were then tabulated from these forms by the school's assembly committee. These tabulations were summarized in Form II. This form was checked by the home room adviser and signed. Form II was then passed on to the student council's assembly committee, which entered the total for the program on Form III. This form was kept in duplicate. One copy was posted on the council bulletin board, the other was kept in the records.

ASSEMBLY SCORE CARD (Drawing)

Since the points rated in this card were arrived at by a discussion by pupils and teachers, they tend to show something of the things for which the pupil looks in an assembly program. They serve also as points of guidance for the planners of the program. Obviously they are not set up as a standard criterion but merely for a point of departure. Since most of the points are self-explanatory, the only comment need be on the weighing of values. This was done as a compromise after rather heated discussion. Pupil tendencies were to ask for elaborate stage settings and costumings which our school does not possess. The item "Relative number of players" was suggested by a student who felt that if only the best players in a group were chosen each time to present the programs, many would be deprived of opportunities to participate. The logic of this is unquestioned and the teacher gains much support by having it originate with the pupils.

ASSEMBLY REPORT (Form II and Form III)

Figure II and III

Since this plan was used only for one

year, it does not presume to shed any scientific light on the matter of pupil preferences

ASSEMBLY REPORT—Form II	
Date of Assembly	.....
Grade Presenting	.....
Home Room Rating	.....
From Grade	.....
(Signed)	.....Assembly Chairman
	.....Home Room Adviser

Figure II—Home Room's Report Form

in assemblies, but if used over a period of years much may be learned from it. The radio amateur program, with its popular songs, cow boy yodels, and the like was presented except in one case. Previously this had been the general nature of a program. Little originality was shown until the incentive of winning the honor of having the most popular assembly written up in the school yearbook was provided by this plan. A decided change in attitude toward the larger group was noted after this plan was inaugurated. Prior to its inception the attitude had been that the "in-

ASSEMBLY RECORD SHEET—Form III	
Date of Assembly	.....
Given by	.....
Assembly Title	.....
Rating	.....
Posted by	.....

Figure III—Student Council's Record Form

group" which was presenting the program paid little attention to the rank and file of students. Trying to please them created a problem of attempting to identify themselves with the entire student body, thus solidifying the school. Many questions of voting for the program merely because it was presented by the class of which a pupil was a member aroused discussion of bias and fair play in evaluation of the offerings. A Latin assembly, incidentally, was voted the most popular assembly.

No claim is made for the merits of this particular device for attempting to determine what pupils like, rather than what teachers want them to like, in assemblies. Any plan attempting to do the same thing is much needed, if the assembly is to really be most effective as a teaching device and as a device for solidifying the school. Much can be said against the actual functioning of this plan; it may be said that the teacher can still dominate the making of the score card, the voting, etc. All this is readily granted. Yet our one year experience with this effort shows that the level of assembly types was raised and enjoyed by the pupils and teachers working together. The interest in what other pupils liked rather than continuing in the false assumption that the "in-group" had a monopoly on ideas was, in itself, a point worth all the time and energy used in executing the plan.

¹ J. W. Baldwin, "The Integration of Assemblies and Instruction," Fourteenth Yearbook of the Department of Elementary Principals, pp. 246-252.

Socializing and Integrating Activities

FROM the time of its organization in 1922 Cammack Junior High School had included many extra-class activities in its program. Much time and effort had gone into producing bigger and better assemblies, plays, operettas, pageants, and athletic contests. An excellent faculty, for the most part well equipped by nature and training had built up a good school with a good program. Sporadic bursts of enthusiasm had resulted in several attempts to organize clubs, but because of lack of real interest on the part of the faculty and pupils, each had met the same fate—gradual decline and final death. A rather ambitious program for home rooms, based on various phases of character development was arranged by an enthusiastic faculty committee. Results, while not to be considered a failure, were not satisfactory. There was too little carry over into the other divisions of school life. Each activity was conducted as a separate project and there was little or no attempt at correlation. Believing this to be a serious fault, the administration urged the development of an integrated activity program such as is here described.

In the spring of 1936 the position of Director of Socializing and Integrating Activities was created and was combined with the office of the Dean of Girls.

The first step taken was the appointment of faculty—student committees to study needs and make recommendations. Chief among these was a Home Room Committee which after many deliberative sessions presented a plan for a six unit program built around a three point objective—personal—social—economic adjustment and efficiency. All grades sought the same objective, but each approached it by considering one division which seemed best suited to the age and interest of the pupils. Committees on each grade level prepared comprehensive outlines, choosing sub topics, listing available material for study and suggesting methods. These outlines, merely suggestive and highly elastic, were revised each semester according to the recommendations of the group completing the work. The topics suggested and adopted by the groups were:

7B—Orientation: Getting Acquainted with the Junior High idea in general and our school in particular. Interesting objective tests on the history, tradition, practices, and organization of Cammack closed this unit.

7A—Intelligent Use of Leisure.

8B—Pre Vocational: Beginning to Plan for the Future. A survey of the world of

Irene Aber

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work and need for adequate preparation for it.

8A—Correct Social Procedure.

9B—Thrift and Safety—Civic Development.

9A—New Worlds to Conquer—Vocational Information.

A fairly well equipped, constantly enlarging library of books, workbooks, magazines, and all sorts of program material was installed in the office of the director. These helps which are available to all pupils were provided from the general school fund and pupils are responsible for their care. Live, up-to-the-minute discussion of situations now existing for the pupils and those likely to be met in the near future characterize the home room meetings held daily the first half hour of the morning session.

An up to date list of available speakers—prominent business and professional men and women—is kept by the director, and many busy people have given us the benefit of their experiences and helped make this period worthwhile and interesting. Unlimited good can come from a wholesome public relations program.

One day a week is devoted to a business session that is conducted in a businesslike way, with an increasing number of parliamentary procedures introduced as the group advances. Reports are given and discussed, plans made for the group's participation in school affairs and for its own activities. (Note: The plan for handling finances is explained in an article "An Advisory Council"—*School Activities, January VTCR*.)

Since the school is organized with the home room as the center of all activities, it naturally is the basis of representation in the school organizations, including Student Council, Broadcaster (weekly paper) staff, Girls Cabinet, Intra-Mural Board, Queen's Court—for an elaborate May festival, leaders of the grand march at the annual ball, and other general activities. Each of the above named groups are in charge of a faculty-pupil committee working with the administrative officers of the school.

Student officers receive training in parliamentary practice and in methods of performing their duties. This instruction given by the director in meetings of presidents, of secretaries, and of treasurers, purposes to clear up doubts as to procedure and assure correct

handling of business routine. Always there are more requests for such meetings than can be granted.

To assure every pupil's participation in some activity and at the same time to limit participation so that each would have a well balanced program, a point system was arranged. This provided for a maximum and a minimum number of points for each pupil in four fields—three of which were required and the fourth, clubs, optional.

Because it is our belief that clubs have little value unless they are real interest groups with enthusiastic sponsors and members, this program does not include them as a part of the school day. We do encourage organization of such clubs as pupils and teachers want and consider them an integral part of the program. Nine such groups were formed, all of which met after school on the same day. Each club applied to the Student Council for a charter, which was granted after proof of its permanency and worthwhileness had been established.

The social life of the school is considered important, and parties arranged through the director's office are given place in the activities calendar. Helps in methods of planning and conducting these parties are available. The school itself sponsors an annual ball and several skating parties in addition to social functions planned by small groups.

Assemblies are of course a part of this integrated program, and the plan for them is outlined in an article appearing in *School Activities*, May 1938.

Near the close of school in the spring of 1938, a series of five student conferences, participated in by 80 pupils drew up an appraisal of the program and recommendations for future policy. If no other good had resulted from the vast amount of time and effort which went into the building of this guidance set up, these conferences would have justified them. The development of the ability of boys and girls to think through problems and to express their ideas clearly and concisely is all important.

An activity survey, conducted each year gave us data regarding our pupils' participation in the various organizations in and out of school and revealed many interesting facts about leisure time pursuits. This information was made the basis of study and subsequent planning by those in charge of the activities, was presented to Parent Teachers Association by parents and had been taken to several civic organizations.

"The accomplished man of affairs takes his conquests for granted. It is only the novice, the amateur, the self-displayer, who flaunts his achievements in our faces."—*Selected*.

Reorganizing Student Government

WALTER A. BRANFORD

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THERE comes a time in most secondary schools when the question of continuing the existing system of student government arises. In many instances where this situation exists the idea of student government originated in the faculty, and the machinery was planned and imposed from above. Such was the case at the Lord Baltimore School.

Before explaining how the foregoing problem was solved, it might be well to trace briefly the history of student government in that school.

In the fall of 1933 one of the faculty members, realizing the value of some central organization for the various student activities, suggested to the principal that representatives from the student government organization of a neighboring school be invited to speak in an assembly on the organization and work of a student council. The assembly was arranged, and the guests gave a fairly comprehensive idea of student government work as it was carried on in their school. Shortly afterward, there seeming to be no one against the plan, under the direction of the principal a student council was organized and a constitution was written.

For six years this student council worked in a relatively calm and ineffectual manner. Occasionally it did initiate such constructive plans as a point system for student activities, and the organization of hall and safety patrol, but in the main its power and prestige carried no weight in the school.

Soon after school began last fall the principal, who had realized from his own observation and numerous conferences with the students that all of the student organizations—the student council included—needed re-vamping or temporary elimination, called an assembly of the whole high school and conducted an open forum discussion on the problem. After explaining to the group that the whole scheme of student participation as far as clubs and government were concerned would be dropped if there was no demand for it, he discovered in the ensuing discussion that the students did want badly some form of student participation, but that they did not want the old arrangement—in fact, they were against the very name "Student Council."

One pupil suggested that a thorough reorganization of the student government should be made. After a motion to that effect was

unanimously passed, the principal, in order to save time, appointed two members of each class, with the faculty activities committee of three teachers and himself, to form a temporary committee on reorganization.

The principal presided temporarily at the first meeting of the committee, when student officers were elected to carry on the work of the committee. The principal then retired into the background. General plans were made for drafting a new constitution. Following this meeting was a home room meeting of each grade. At that time suggestions were made concerning the new constitution and organization. The representatives reported the suggestions to the committee at a second meeting. Then the committee was divided into sub-committees for more careful discussion of the various points which had been proposed. These committees were assigned the work of drafting the various parts of the constitution—name and purpose, membership, officers, powers and duties, elections, etc.—and were helped by faculty advisers.

So the plans were threshed out in the home rooms and rediscussed in the sub-committees and in the main committee. After two months of work done by the committee of students and teachers, backed by home room discussions, the new constitution was presented to each home room and unanimously adopted. Elections to the new "Student Congress" were held, and the new officers and representatives were installed at a special assembly the last of November, the program centering around the theme "Loyalty."

The new constitution as far as possible corrected the weaknesses of the old one. The following are examples of these improvements. The former provided for a legislative body of two houses patterned after the national Congress; the old student council was too small and self-sufficient. The new constitution contained a list of real powers and duties; the old set of laws was indefinite and inadequate. Recall, a point overlooked in the old system, was a salient section of the new constitution. The revised paper—a more complete, definite, and detailed document—was the product of the planning of students who, profiting by experiences with a weaker form of government, spared no time or thought in making a better organization, one of which the school would be proud.

The December issue of *Bulletin to Patrons*, a mimeographed paper issued in the principal's office, contained an article on "The Foundation of Student Participation," in which the writer gave a brief description of the work of student government and asked for the support of the whole community. Portions of the new constitution were included. At the February meeting of the local

P.T.A. a resolution approving such work in the school was adopted.

Now the feeling at Lord Baltimore School is that the Student Congress is the organization and our organization. The reorganization was a real resurrection.

School Accounts

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BELIEVE we should have more money than that." That statement has been made more than once in our schools. Such a statement leads one to believe the funds are being used unwisely.

The attempt has been made to correct this difficulty. First a check book was printed to be used only by activities. All checks are numbered and stubbed. A book of accounts is set up to be used by athletics, band, dramatics, and the various classes. All the money collected is placed in the bank under one account, Orlando Activity Fund. All checks written must have the endorsement of the superintendent.

Every person must have a ticket before admittance may be made to any play event. For those entitled to passes, a desk is placed in the hall where these complimentary tickets may be obtained. All tickets whether complimentary or not are numbered. In this manner we know exactly how many attended, how many were passes and how many show paid admission.

At the close of the event the following form is filled in by the ticket seller and those who collect the tickets:

	Date.....
Activity	
Visiting Team	
Passes	
Children Tickets	
Adult Tickets	
Total Amount Collected	
Expenses:	
Visiting Team	
Referee	
Total Expenses	
Net Receipts	
(Signed).....	Ticket Seller
	Ticket Taker
	Ticket Taker

This form is placed on the bulletin board at school and is also placed in the paper. If any other bills have been paid during the week, these are also placed in the expense list.

Any one may readily see just how much profit is made at any school activity. It is also a simple matter to check the number of tickets sold with the amount of money collected. This method has done a great deal to solve the activity money question.

The Case for an Increase in the Power of the Federal Government

RESOLVED: That the power of the Federal Government should be increased.

WHEN the national high school debate topic for the coming school year is mentioned to the casual observer his first reaction would quite logically be, "Can such a topic be intelligently discussed by a high school student?" The answer is "Yes;" our high school students will be very able to discuss this topic in a manner that would do credit to many adults. Today we have in the United States some very definite opinions as to the need or lack of need for any major increases in the power of the federal government. This great diversity of opinion will be a factor in stimulating our high school debaters on to better efforts in presenting both sides of this topic.

There is a large group of people who honestly feel that it is dangerous to allow high school students to discuss such topics as the one selected for the coming year. Not only do a large group of constant alarmists have a feeling that such a discussion by high school students is not safe, but we also find a large group of very conscientious citizens who are alarmed at the increases in the power of the federal government and who feel that such discussions by high school students is questionable. To answer the fears of this latter group we may point out that there can be little doubt in anyone's mind that we are now very definitely facing the problem of increasing the power of the federal government. There is a demand for this increase not only to handle the complex international situation, but increased powers have been demanded to take care of our growing internal problems. This being the case in the United States it seems only logical that the high school debaters in 12,000 American high schools should be discussing the merits and demerits of a problem that must be solved by the American people in the near future.

The alarm that may arise over the question being discussed by the high school debaters this year may again be quieted when we consider that all topics that have been selected for discussion during recent years have been several years ahead of the final solution to the problem by the American people. Take, for example, the topic Resolved: That the United States should form an alliance with Great Britain, which was discussed two years ago. At that time it was a more or less of an academic topic. No debater, even in his most imaginary moment, envisioned the destruction

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of eight nations by Germany almost in as many months, and the great possibility of the destruction of Great Britain and the loss of the British navy. Of course, the threat of a rising Germany and Russia was a part of the debate discussion, but conditions as they are today were not considered seriously in the debate.

If the high school debaters were to debate upon this very same topic this year it would be a problem that is extremely vital to the continued existence of the United States as a democracy.

Other topics that have been discussed during recent years by high school debaters include such currently important topics as the socialization of medicine, government ownership of electric utilities, and unicameral legislatures for our states. We can in all truth state that "the high school debate topics of this year become the national problems of the coming years."

The selection of the topic. Resolved: That the power of the federal government should be increased was not made by mere chance nor without careful study upon the part of the committee in charge of the actual selection and wording of the debate topic. This year, and in previous years, a large group of topics were submitted by the debate coaches from the various high schools. These suggestions were reduced down to a possible six or eight questions at least eight months before the final selection of a debate topic was made. Then, with this preliminary elimination made, the persons in charge of the final selection of the topic made their final selection of a debate topic in April. The topic as announced by this group was Resolved: That the powers of the federal government should be diminished.

The old saying that "circumstances change the best laid plans" could find no better application than to this particular debate topic. When the final wording of the debate topic was agreed upon we found a group of conditions that all worked together to make the selection one of the best that had been made in years. Europe had been at war for eight months, but there was nothing happening of great enough importance to the United States to make a radical change in our foreign policy. At the same time there was the possibility of

a change, a situation which always works to make a debate question better if there is a chance that changed conditions will make new interpretations of the question as the season develops. Internally conditions were also conducive to a very lively year in debate. Business was enjoying a great boom, but to offset this advantage the debt of the country was very great. This offered arguments for both sides of the case. Politically this was to be an election year, and we could expect forceful arguments both for the continuation of the government as it is and for a reduction in the power of the federal government.

The events that led directly to a need for a change in the debate question came early in June with the defeat of France and the impending invasion of Great Britain by Germany. With this swift turn on events the question calling for a reduction in the power of the federal government became practically obsolete. The power of the fifth column methods had been demonstrated during the invasion of several European countries and we were looking for a method to use in combating such a menace. Certainly a reduction in the power of the federal government was not that answer. There was a need for more munitions, a larger navy, more men in the army, and billions for defense. It is altogether probable that these things might be obtained without increasing the power of the federal government, but if the power of that government were to be decreased the national defense of our country would be adversely affected.

With the swift changes that came in June it was immediately apparent that the debate topic as originally worded was not a fair one that would have sufficient strength of argument for both sides. A decision had to be made as to a new subject that would be more fair. If the same general type of subject was to be used there were two suggestions: (1) The question should be changed to read Resolved: That the powers of the Federal Government should be increased or (2) The same question could be used but it could be qualified to mean that the power of the federal government over internal problems should be decreased, but nothing would be said about the international problem in the debate.

The impossibility of using the question relating merely to internal problems became immediately apparent. Our international and our internal problems were so bound up together that there was no way of separating them completely for purposes of debate. This being the case, the only action that was left to the framers of the debate topic was to adopt the final wording of the topic which was Resolved: That the power of the federal government should be increased.

You have already been shown the care and

the great problems that presented themselves during the selection of this year's debate topic. It must always be remembered that any debate topic that is to be used throughout an entire year by the debaters of all of the high schools of the United States must be selected with extreme foresight. Any national debate topic must meet the following six requirements:

1. The question must not be one-sided.
2. The question must be of timely interest throughout the entire country.
3. The question must have enough educational value to stimulate the debaters throughout the entire debate season.
4. The question must be satisfactorily phrased.
5. The question must be within the scope of the ability of the debaters.
6. The topic must grow in interest throughout the debate season.

If we will study this debate topic it becomes readily apparent that it does meet the requirements listed above. The first requirement is easily met because this topic is certainly not one-sided. Today we find large groups of people who favor different sides of this question. Some feel that we are dangerously near the adoption of some totalitarian form of government if we do not reduce the power of the federal government; others feel, with equal sincerity, that the only salvation of our problems lies in an increase in the power of the federal government.

The timeliness of the subject is too apparent to warrant any comment here. The political campaign and the constant articles that are appearing in our daily newspapers indicate that there will be no decrease in the interest of the debaters in this topic. That this topic will stimulate the debaters throughout the entire season is axiomatic. Thus we see that this debate topic has the requisites of a good debate topic, and, therefore, we can look forward to a debate season in which interest will grow as it progresses.

ANALYZING THE AFFIRMATIVE CASE

When the debater starts his preparation of this debate topic he should do so by making a careful analysis of it to acquaint himself with both the points of strength and the weaknesses of the affirmative. One of the most effective methods of analysis is to make a list of questions regarding the question and then make an honest effort to answer those questions. If this is done the debater will be able to analyze his side of the debate case.

The debater should not make the mistake of confusing this debate topic with the question current some years ago of Resolved: That the power of the President should be increased. They are not identical questions. This former question was an argument that the power of the federal government should be

shifted in such a manner that some of the powers now held by Congress would be transferred to the President. The net results of such an action would not have been an increase in the total power of the government, but a re-delegation of the powers now held by the government. The affirmative must remember that they are now debating the advisability of increasing the total power of the federal government.

The affirmative debater may wonder whether or not this question demands that they show just how this increase in the power of the federal government shall be brought about. Technically speaking, all that the members of the affirmative team will have to do in this debate is to show that an increase in the power of the federal government *should* be made. If, however, the negative is able to present almost insurmountable obstacles in the path of increasing the power of the federal government it may become necessary for the affirmative to prove not only that their plan *should* be adopted, but also that it could be adopted.

The extent to which the power of the federal government will have to be increased in order to meet the question may also trouble some debaters. In other words is it enough for an affirmative debater to show that only one power of the federal government should be increased? Any attempt of this type should be considered to be an attempt to evade the fundamental issues of this debate topic. The affirmative are proposing a government with total powers greater than they are today, and so should not base their contentions upon one single or a very few additions in the power of the federal government. Any attempt to win a debate by proposing unimportant increases in the power of the federal government is really an attempt to evade the issues of the debate.

The affirmative debater may also wonder whether or not he is bound to uphold all of the powers that are now held by the federal government, and then demand additional powers? It appears as if the affirmative debaters are not bound to do this. For example, a debater might propose many rearrangements in the power of the federal government and even advocate the elimination of some powers now held if the net results of his proposals is an increase in the total powers of the federal government. The affirmative debater must remember that he is not bound to defend the government as it is today and demand additional powers, but that he has the power of discretion in his proposals for a federal government with total powers greater than they are today.

DEFINITION OF THE TERMS OF THE QUESTION

"THE POWER": By the term "THE POWER" and its qualifying phrase, "of the Federal

Government," we mean those powers of the national government of the United States at the present time. That is at the time of the debate contest. "The power" refers to all of the various powers of the federal government regardless of the method by which the federal government has secured such powers.

In discussing the term "THE POWER" we will find the great bulk of the discussion centering around the many new powers and services of the Federal Government that have developed during comparatively recent years. Among these major recent additions to the power of the Federal government we will find such problems as relief, control of farm production, grants-in-aid to the states, and federal assumption of functions of the states.

In the discussion of the term "THE POWER" it must be remembered that power is a collective term. It may imply one single power of the government or any combination of powers of the government.

"OF THE FEDERAL GOVERNMENT": By the term "OF THE FEDERAL GOVERNMENT" we mean the government of the United States, acting through its legally elected representatives. Under the Constitution of the United States the right to make laws governing our nation is vested in the Congress. If we take this entire debate question into consideration it means, however, that the power of the entire federal government, legislative department, executive department, and judicial department, should have increased powers.

In this discussion the debater should note that the debate subject calls for an increase in the power of the federal government, and that it does not merely call for an increase in the powers of the President of our nation. Since there have been frequent debates during recent years over the problem of increasing the power of the President it would be wise for the debater to note that this subject calls for an increase in the powers of the entire federal government.

"SHOULD": The term "SHOULD" implies that the affirmative team must show that an increase in the power of the Federal government is either desirable or necessary or both at the present time. It is not necessary for the affirmative to prove that this increase in the power of the federal government *will* actually come about. What the affirmative must do is prove that this increase in power *should* be made.

The term "SHOULD" does not take into consideration the constitutionality or unconstitutionality of the proposal. In debate the constitutionality of the proposition is always waived. When we say that the constitutionality of this question is waived we mean that

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Modern American Folk-Songs

USE of the modern so-called "popular" song in the repertoire of the high school choir has offered a controversial issue ever since the Gay Nineties. Do what one will in the building of appreciation, the obvious fact remains that students, young and old, still sing the popular ditties of the hour to the almost entire exclusion of other types of songs. While an appreciation of the finest sacred and secular music may have been fostered in the student, he still likes and uses the "lowbrow" strains that he constantly hears over the radio, phonograph, and at the theatre. What bearing, if any, should this have on the instructional policy of a choral director in working with his vocal groups?

In an effort to determine what choral directors thought about the matter and what practices they were following, two different groups of directors have recently been interviewed by the writer. The first group consisted of seventy-five choral directors from eighteen states in attendance at the F. Melius Christiansen Choral School at Ephraim, Wisconsin. The second group surveyed was made up of 160 high school choral leaders in the state of Wisconsin. The latter number comprised forty per cent of all secondary school choral directors in Wisconsin, whereas the former group was but a cross-section representing eighteen states.

Of the seventy-five directors at the Christiansen Choral School, but seventeen per cent reported the use of the modern popular songs with their vocal groups. However, sixty-four per cent admitted a liking for the better type of popular song and stated they would use some of these numbers if they could secure serious arrangements of them.

In the second group it was found that thirty-three per cent of the 160 directors made some use of the popular song in their choir work. Sixty-three per cent stated they would use more of the better popular songs if suitable arrangements were procurable. The inference is that more popular music would be used if worth-while arrangements of these songs were available. Some arrangers seem to have shied away from some of these better songs for mixed voices, and there apparently is a woeful lack of such arrangements on the market.

It might be well to go into some of the reasons for including the popular song in the choral repertoire along with Bach, Palestrina, Hayden, Morley, and others. While our school bands and orchestras have been including these songs in their programs for a

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number of years, school choirs seem to have been hesitant in "stooping to such a level." Some of the blame for this might naturally fall on lackadaisical choral directors who have not kept pace with the instrumental leaders. Too much choral leadership has devolved upon the English, science, industrial arts, and mathematics teacher with his haphazard training and background.

The popular love song of the seventeenth century is today considered of some value. Such songs as di Lasso's "Good-day, Sweet-heart," Morley's "Shoot, False Love, I Care Not," and "She is So Dear" by Praetorius, were presumably at the time looked upon as but steam from the tea-kettle. Nevertheless, they were the love songs of their period, much as our popular songs represent the present era. Who can tell but what posterity will give acclaim a century or two from now to such songs as "Perfect Day," "When Day is Done," "Deep Purple," and the like. That there is beauty, many times of a startling nature, in many of our better modern songs, is reluctantly admitted by even the most reactionary musicians of the classical school.

Like cheap literature, however, much of the popular music follows the line of least resistance in its appeal to the public. It leaves the memory as easily as it was assimilated. The better melodies linger on, nevertheless, and seem to have some degree of permanency, similar to some of the recently rehabilitated Stephen Foster tunes of a century ago. Songs used during the first World War twenty-five years ago have in many cases weathered excessive use and the ravages of time, although they were considered distinctly popular in their day. Now they are found in many community song books.

After all, the students themselves, as well as audiences, like modern popular music. The songs are concerned with the people's activities and are integral parts of their background. Future generations will look upon these as folk songs typical of the era of the Roaring Twenties and the Depression Thirties. Modern, or "contemporary music," according to Dr. Howard Hanson,¹ is too big a factor in this day and age to be ignored and thrust aside. The school choir might use some of this music, if for no other reason than building and elevating standards of appreciation. With appreciation starting at this level,

the teacher could gradually develop the musical taste of his group by the introduction of finer songs.

Pioneers in this field seem to be in the large minority, although certain high school choirs have made sensational beginnings. In order to keep in step with the instrumental organizations, it would seem that the vocal groups need to make rapid strides so they will not be left in the lurch again. It behooves choral leaders to be as progressive and up-to-date with their vocal groups as the instrumental people have been with their large bands and orchestras. The latter eclipsed the vocal organizations for a time until recent years saw the evolution and restoration of unaccompanied singing to its deserved popularity. Yet when it comes to using contemporary songs in the repertoire, similar to instrumental groups, most of our school choirs plead guilty to torpidity.

The inclusion of one or two popular songs in the program would tend to broaden the musicianship of the singers. Too many choral groups confine themselves to singing antiquated music, songs from the middle ages. In 1937, the late Dr. Hollis Dann wrote: "If choral singing in school and college is to maintain the momentum attained during the last decade, certain basic conditions must be changed; choirs must enlarge and broaden their present extremely limited repertoire. Better and broader musicianship can be acquired only through wider knowledge of music literature."²

From the evidence found in the surveys of the two groups of choral directors it would seem that a majority would at least be willing to try using a few of these better popular songs. Even though the director himself might experience some dislike and consider himself something of a musical infidel to idealistic standards, he will receive some compensation from the fact that his students, almost to a man, will heartily applaud the idea.

¹ Howard Hanson, "Status of Contemporary Music," Music Educators National Conference Yearbook, 1938, Chicago, p. 33.

² Hollis Dann, "Some Essentials of Choral Singing," Music Educators Journal, September 1937, Chicago, p. 27.

"Education is a monstrosity without emotion. The wise are instructed by reason, ordinary minds by experience; the stupid by necessity, and brutes by instinct."—Cicero.

"Time goes you say? Ah no!
Alas, Time stays, we go;
Or else, were this not so,
What need to chain the hours,
For Youth were always ours?
Time goes, you say?—ah no!
Alas, Time stays—we go!

—Austin Dobson.

Hobbies in Vocational Guidance

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IN vocational guidance a person with given psychological attributes must be placed in a desirable field. This responsibility falls almost entirely upon the high school. The importance and the difficulty of this task cannot be overestimated.

All individuals cannot do the same piece of work equally well. For that reason, misfits constantly occur. These misfits cause incompetence in the fields represented because there is no spontaneous inclination to accomplish. In a program of guidance the cost of error is great. Any mistake that would place one out of his field would cause him to be adopted by his job and not adapted to it.

Very often it has been found that men who failed were in an occupation that did not make sufficient demands upon their natural inclinations. The person to be guided should have a clear understanding of his abilities, interests, ambitions, resources, and opportunities. He should also have a knowledge of the conditions and requirements for success in various fields. He should know the opportunities, disadvantages, compensation, and prospects in closely related lines of work. Above all things, the student should do some logical thinking along the lines of knowing one's self and knowing the profession that is being considered. In this problem, help is needed to make an opportunity for personal experience and to obtain good counsel.

There is no greater help for either phase of this problem than a well developed program for hobbies. The well chosen hobby grows naturally out of one's desires, needs, and abilities. It is a natural and joyful part of one's life. In pursuing a hobby various skills are developed through creative ability, making a student more interesting to his associates and to himself.

Hobbies are chosen from fields in which enjoyment is found. In a school with a directed program for hobbies a student may pursue one hobby after another. In this manner he learns his adaptations, aptitudes, and personal inclinations. The changing of hobbies also teaches him the peculiarities of the occupational fields. The exploration of various fields as a hobby is unusually valuable in deciding upon a vocation.

Hobbies are continued and developed because of the avenues they open for making, doing, and creating. Skills obtained from

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All-School Assemblies

SINCE health has been proclaimed the first objective in education an assembly period, indeed many such periods, can profitably be devoted to this subject. First of all, such a program should show how health influences home life, aids learning, contributes to citizenship, affects vocational success, adds joy to leisure, and fortifies character.

The following suggestions are offered for various types of health programs. Any one of them may be enlarged upon to make a whole program within itself, or suggestions may be arranged as short skits or demonstrations, thus presenting several during one assembly period. The research and presentation should be the work—and pleasure—of the group; the planning and arrangement, that of the Sponsor and committee in charge.

State the seven cardinal objectives of education as they have come to be stated on the membership card of the National Congress of Parents and Teachers and in its platform and resolutions:

1. Health and Safety
2. Worthy Home Membership
3. Mastery of the Tools, Technics, and Spirit of Learning
4. Citizenship and World Goodwill
5. Vocational and Economic Effectiveness
6. Wise Use of Leisure
7. Ethical Character

Now show where complete life and growth along any one of these lines enriches life at the other six points. In each demonstration make clear that good health is essential to such life and growth and that a mind in a weakened body is certain to receive painful impressions that will more or less distort the emotional life.

After having shown the relative importance of health to the remaining six objectives of education, list those factors which are essential to perfect health. With these as a nucleus, build a program wherein each is mentioned or featured. Or better yet, use the demonstration method. Combine two or three of these factors and take a period of the demonstration. Be sure to arrange the entertainment in such a manner that each unit builds to a climax. Each may be something of a climax to the one preceding, with the last number of the series the most elaborate and spectacular of them all.

Such an arrangement will depend upon the order in which the topics are placed. Therefore the arrangements will depend upon the type of talent and skill of the performers, rather than upon the relative importance of the different factors.

Mary M. Bair

Director of School and Community Drama Service, Bureau of Information University of Kansas, Lawrence, Kansas.

If facilities, talent and time are at the disposal of the sponsor, then it is well to build the programs in the following order. Diet comes first. Importance of variety and simplicity of good food may be demonstrated by classes in domestic science. Kits which show the choice in the buying of foods can be made interesting and instructive. The conversation between housewife, butcher, baker, and grocer can be so arranged that choice and value of foods are given the important place they deserve. Dialogue between two mothers, the one whose children are healthy and alert; the other, in whose family one or another is constantly ailing, may bring out the fact properly chosen foods, simple and well balanced menus, regularity in the serving of meals contributes in every way to the welfare of the child and therefore to the community.

If perfect health is to be maintained, hygienic conditions must prevail in the home and in the school. The housewife who purchased foods for the demonstration in diet may now lead in a dramatization where a maid is trained in the proper care of the home. Cleanliness, proper ventilation, and sunlight must be stressed. Furniture of simple design may be so placed that the occupant receives the best advantage of lighting and ventilation. Here can be another dialogue between the contrasting mothers and concerning the arrangement of their contrasting homes. Such dialogue could begin with an attempt to create a proper attitude toward hygienic living. Habit of neatness and cleanliness of person and surroundings; pride in building up a well proportioned, strong and healthy body can be stressed. The importance of full co-operation between mother, teacher, nurse and doctor, should be mentioned.

These demonstrations need no properties. Lines and pantomime can be most forceful and convincing. Anyone, having been so fortunate as to witness a production of the Pulitzer prize play "Our Town" by Thornton Wilder will realize the value of pantomime. To those who have not seen this play we recommend a careful reading and study of this, together with the one act "The Happy Journey," by the same author. If the reader will bear in mind that the one was an outstanding success on Broadway and that the other scored the highest number of awards in dramatic festi-

vals and tournaments throughout the United States during the 1939-40 season, then he may realize the atmosphere to be captured and the lesson to be gained in the simplicity of a bare stage.

Now the wise mother shops for clothing, and since this demonstration stresses health and is by no means a style show, the fit, comfort, and weight of garments are considered for the health and comfort of the wearer. Sensible shoes are purchased. The conversation between buyer and merchant should be so planned that each phase of clothing, as related to health is made clear.

The two mothers featured in previous demonstrations may shop together, the lesson of proper buying brought out by way of contrast. A daughter to accompany each mother could lend lively patter to the scene.

Development of posture training is imperative. Since the percentage of slouchy, drooping postures is pitifully large—and this is especially true in adults—there is no reason to believe that the place of the posture program is in the grades alone. A posture demonstration can be made as interesting as a play or a concert, while the possibilities for variety and originality are far greater.

We are all aware that good posture is far more than merely standing straight, that it means the use of all parts of the body with proper balance, ease, and grace. Since this 'balance' makes for poise, then the posture of the individual becomes a unit affecting the representation of the high school in something for which that individual is personally responsible.

A rhythmic exercise, the actors in colorful costume so designed that the ease of motion necessary to posture standards, may be observed, appears as easily accomplished as does the complicated act of the trained performer in a circus. But let that student of slouchy posture, attempt the body lift—that shows vitality—the smooth coordination in walk which gives the impression of lightness, that elertness of body movement which makes for perfect balance, and he will find that slouchy posture must be corrected if poise and ease are to be acquired.

Try some of these posture demonstrations. Create pride in the individuals, encourage and foster a common pride for 'school posture' and its importance to the community.

Full programs have been originated and presented with breathing as the theme. Bad effects of shallow breathing and mouth breathing have been demonstrated. Students have been made to realize just what oxygen does for the body. Some of these programs have been in the line of comedy, some burlesque and some of a serious nature. The comedy type is best received and the "lesson" is presented in such a manner that the audi-

ence is in no way conscious that a "moral" is intended.

Eyes, their care and protection, make interesting program material! One such program was made up of three units. Proper care of the eyes came first. This included habits of cleanliness and freedom from eye strain. Different systems of lighting were given here, and these were compared to show the merits or disadvantages as regards to their effects upon eye health. A paper on eye surgery and the treatment of defective eyes was second on the program, and this was followed by a most interesting talk and demonstration on the history of "spectacles."

Health cannot be conserved where the individual is careless concerning the cares of sanitation, safety, or communicable disease. Arrange a program dealing with sanitation in the home, the school, and the community. Give a demonstration contrasting attention to and disregard for safety. Prepare an assembly dedicated to outstanding "health heroes." Such a program should include Edward Jenner, Florence Nightengale, Louis Pasteur, Robert Koch, Edward Livingston Trudeau, and Walter Reed.

Nearly one hundred years before the germ theory of disease was formulated, Edward Jenner demonstrated the efficacy of the first successful preventive measure against a communicable disease—vaccination against smallpox.

Florence Nightengale's vigorous attack upon the appalling conditions of in war-time hospitals, and her vivid career during the battles of the Crimean war are known to every student, but have these students made research, and demonstrated concerning the beginning and the ever widening results of Florence Nightengale's greatest contribution—that pattern of a new social service—the graduate, registered nurse in the field of public health.

The great achievements of Louis Pasteur are so numerous that most aspects of our present public health work are rooted in his studies. The aseptic technique, germ theory of wound infections, preventive medicine, and the development of modern surgery as related to the work of Pasteur could make material for many an educative assembly hour.

The work of Robert Koch and Edward Livingston Trudeau is so closely related that its history and results might be presented in one program. Science classes could give demonstrations showing how bacteria can be grown in pure culture, and they can tell concerning the procedure for identifying micro-organism. The value of rest and the strength of the natural recuperative powers of the body were discovered, proved and emphasized by Trudeau. It has been said of him

that he belongs to that distinguished company of men and women who are great, not because of good health but in spite of bad health. Tell of that, his greatest achievement, the rescue and maintenance of his own useful life.

Relate concerning the untiring efforts of Walter Reed as he sought to solve for us the fantastic puzzle of yellow fever, swamps mosquitoes, and men. Show how the finding and destroying of the insect host, or of preventing access of the insect to the human being, insect-borne diseases are wiped out with a completeness of success unknown in any other part of the field of preventive medicine.

Magazines published for health promotion and disease prevention, provide interesting subject matter for reviews and dramatizations.

One important point in preparing entertainment relative to any of the suggestions given here, is to place emphasis on health and efficiency, never on disease.

(Editor's Note: This is the second of a series of articles on assembly programs by Mary M. Bair.)

Citizens in the Making

(Continued from page 58)

Judge: What do you mean, you don't know if you "vos or if you vosn't?"

Hans:—Vell, it vos dis vay, your honor, I vos valking dong die tsreet. und dere vos mein dog mitout no muszel—you know da t'ng vot keeps der dog's mout' shut. Vell dare I vot mit no muszel—I mean dere der dog vos mit no muszel, und a cop come und took me prissner.

Judge: Where did this happen?

Hans:—In Vest Allis, your honor, venn I vos vorking by Allis Chambers, mit Herr Schultz here.

Judge: We won't hold that against you. Citizenship granted.

Hans:—T'ank you your honor, t'ank you. (Starts to leave the platform, stops in a hesitating manner.)

Judge:—Well, what do you want now? You have your citizenship.

Hans:—I hate to bodder you any more, your honor, but mine name . . . Hans Wolkenkratzer, is rodder long, und mebbe funny to some people, und dey make funn of it. I would like it to half mine name changed on mine papers, iff you plesse.

Judge:—What name would you like?

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Hans:—Vell, mightbe die first part of the first and die middul part of de middle und die first part of die last und . . . (Gets confused and trails off into silence.)

Judge:—Well . . . now look. Why don't you take the first name of John, and the first part of your last name and Anglicize it and call yourself John Walker? The clerk downstairs will fix you up.

Hans:—O t'ank you, our honor. T'ank you. I t'ink you got something there. T'ank you, t'ank you.

(Hans scurries off the platform, and to his seat in the audience.)

Judge:—Call the next case, please.

Clerk:—Yvonne Clementine Argentiers.

(Usual preliminaries: swears her in, raises right hand, asks witnesses, asks applicant's name, checks age, color hair, eyes.)

Clerk:—What is your occupation?

Yvonne:—I teach, your honor.

Judge:—What do you teach?

Yvonne:—Your honor, (with French accent) I teach more than the books. I try to implant in the mental and emotional nature of children a compelling wish for order, a desire for truth, and a disrespect for lying, cheating, stealing and all the unsocial actions and things that might injure others. I teach them to prove all things and hold fast to all that which is good and true. Your honor, do you understand Latin?

Judge:—This court understands all languages?

Yvonne:—Well, the philosophers of old had a motto; "*Homo sum et nihil humani a me alienum puto*." It means as you know, your honor, "I am a human being and am interested in everything that concerns the human race." To me all races, all creeds, and all nationalities are the same. Because the United States adopts these principles I want to make it my home.

Judge:—You are right. Real teaching is character building. I wish we had more teachers like you who realize that the child of today is the adult of tomorrow. If we wish to maintain our ideals of democracy we must begin with our children. In their hands lies the future destiny of our country.

This court is proud to grant you citizenship.


Next case, please.

Clerk:—That is all, your honor.

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Judge:—(To the candidates) Let me be the first to congratulate you people on your choice of becoming American citizens. In these days of hate and strife, the more you read the papers, the more you realize how very fortunate you are to be in this country. There are today, millions of people who would give anything they possess to be in your place, the position of citizen of the United States of America. You will now be able to enjoy the rights and privileges that are almost unknown in other parts of the world. You can speak the thoughts that you think freely and you may read your newspapers knowing that what you read has not been censored by the government. In other countries you might find yourself in a concentration camp if you criticized the officials or the government. Free speech, free press, and the right to self-expression are just a few of the blessings that come with American citizenship.

True enough, America is called the land of the free, but our freedom, music, literature and culture of which we are so justly proud are not solely of our own making. The benefits that we enjoy today, the freedom that is ours, had much of their origin in European soil. Of course, America does not expect you to forget your homeland entirely. It is only fair that you should retain fond memories: but, on the other hand, it is hardly possible to be loyal to two countries. For that reason, the spirit of America asks you to have but one country, that . . . America. Here stands the symbol of your country, the American Flag; the symbol of American freedom, American ideals, and the dreams of American patriots. It is your sacred duty to keep this dream alive. If you will cherish the flag and honor it, it will protect you and then with God's aid, our America will always be the *land of the free and the home of the brave*. Are you now ready to declare your allegiance to the United States of America? If so, please rise and raise your right hand.

(Clerk, administers oath of allegiance which can be obtained from any federal examination or examiner. Candidates answers—I Do.)

I now declare you citizens of the United States of America.

(As the judge finishes the lights on the stage grow dim and spotlight is centered on the flag. A voice in the wings or in one corner sings a verse of *America the Beautiful*, or other patriotic song. As the last line is sung the curtains slowly close.

"Moral dignity attaches itself to him who can feel and cherish rivalry without sacrificing his highest ethical ideals of integrity and respect for others."—Angell.

Hobbies in Vocational Guidance

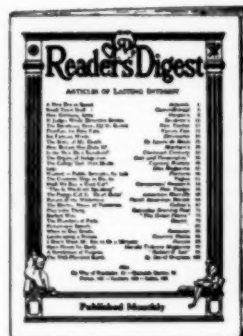
(Continued from page 70)

these achievements often turn the hobby into an avocation, and the avocation into a profit-bearing vocation. At all of the work bureaus hobbies of the applicants are investigated. It is often found that applicants can create their own livelihood out of their hobbies. Photography has made more progress through men who pursued it as a hobby than through the initiative of professional photographers. Many discoveries have been made by men following research in a hobby spirit. Samuel Morse, the inventor of the telegraph, was a portrait painter by profession and became interested in telegraphy as a hobby. One of America's greatest airplane builders began by making models while in a school studying to become a sailor. Now his business is building airliners, while his hobby is steering his yacht. Without losing time in training, or money in investments, many things of value can be learned about a vocation by practicing it as a hobby.

In the boys' hobby club at the Booker T. Washington High School, Dallas, Texas, the members gain valuable knowledge about the relation between their own aptitudes and facts about their intended professions. These experiences contribute greatly to the success of the program of vocational guidance as carried on by the principal, counselors, and activity sponsors.

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For the October Party

WITCHES WHOOPEE!

WHEN and how did Hallowe'en originate? Few people can answer that question. That it antedates Christianity, that the Druids held their great autumn festival and lighted fires in honor of the Sun-God in thanksgiving for harvest, and that is was the name given as the vigil of Hallowmas, or All Saints' Day matters little. What does matter is that, Hallowe'en is now a great occasion for young and old alike, and the question is not how and when did it originate, but how can it be celebrated?

Choosing one of the many possible Hallowe'en themes for a party lends a festive air from the start, plus suggesting suitable entertainment in the very name of the party.

Witches Whoopee	Terror Trail
Black Cat Party	G-Men Hallowe'en
Pumpkin Seed Party	Spook Chase
Spook Spree	Strawstack Party
Druids' Dance	Hobo Hallowe'en
Druids' Festival	The Goblins'll Get You
	Hallowe'en Ghost Ship

ATMOSPHERE

Few seasons offer such rich opportunities for decorations as does Hallowe'en. Familiar to all are the traditional cornstalks; autumn leaves; pumpkins; and cut-outs of witches, cats, bats, broomsticks; and owls and spiders. How these and others combine to make decorations for this affair unique is evidenced by these ideas.

1. Ghostly illuminating effects may be attained by thrusting candles into the necks of pop bottles; apples, carrots, or potatoes with grotesquely cut out faces; cautiously burning alcohol and salt; or through the use of blue Christmas tree bulbs strung around door or window frames.

2. A dropped ceiling effect may be acquired by means of white sheets drooped to flip-flop mysteriously and weirdly, as concealed electric fans produce the necessary breezes.

3. Decorations of different rooms or parts of large rooms may vary according to names hung conspicuously in the room—Bats Alley, Devils Den, Ghost Parlor, etc.

4. Chair backs covered with white cloth, crepe paper, or cardboard will resemble tombstones.

5. Spider webs may be produced by interwoven strips of black crepe paper hung at doorways through which guests must crawl.

6. At a dark entrance or at the foot of a slide or stairs, old springs or mattresses may be placed to make unsteady the steps of the guests.

EDNA VON BERGE

Kiser High School, Dayton, Ohio

7. Wound up toy mice chasing about in dark corners will produce blood-curdling yells from fair ladies.

8. Animal furs, rabbit feet, or toy fur animals thrust into the corners of deep chairs or davenports will bring screams from those to whom the touch of them means dead animals.

WHOPPEE

Shimmying spine, stop that shivering and quivering!

Bones be still—don't rattle so!

Fluttering knee-caps, hold me up!

Feet get going—and do your stuff!

I'm going mad!

This can't go on forever!

Those are choice bits one may hear screamed, stuttered, or in a sotto voice, when some of these activities take place.

1. Here is the hit of the evening, successfully played in schools, barns, spooky attics, or clammy damp cellars. It must be dark—oh, very dark! So must the guests, who cover up with long sheets of black cheese-cloth, eliminated if the dark is turned on full force.

One person hides. Others allow sufficient time before beginning the hunt. Everything must be quiet if that is possible—only it won't be, for there will be giggles, whisperings, and teeth chatterings. The first black spook to find the hidden spook hides too, in the very same spot. That makes two. Then comes a third, a fourth, and more and more. The last one to find the shrieking, jumbled up mass of black draped spooks becomes "It," and the spook hunt nonsense goes on and on for a number of delightful rounds.

2. A toy cat, mouse, or owl of sufficient weight to swing out well from the end of a clothes line is swung around in a circle quite low on the ground, by a person standing in the center of the circle. Guests jump over the object as it is swung around. Those are eliminated who fail to leap at the crucial moment.

3. This is the game which sets all the dressed up spooks, goblins, pirates, and spanish cavaliers, wild—simply wild, not because it is a new game, but an old loved one with Hallowe'en adaptations. Players form in relay lines. The first players in each line race to the other end of the room for a closed suitcase containing Hallowe'en apparel which must be quickly donned. It matters not at all if a pumpkin hat is set askew, or coat tails

are flying, as long as they manage to stay on while the player races back with the empty suitcase. The apparel is quickly removed and dumped back into the case for the next player who goes through the same performance. Introducing crazy costumes, super-funny hats, huge rubber boots, gold rimmed glasses, garden sized canvas gloves and the like, contributes to this funny race.

4. A new variation of the popular game, "Murder," lends itself admirably to a party with a spooky setting. During a lull, two people previously primed, suddenly become engaged in a heated argument which ends up in a free-for-all. A third party rushes in, kills one, rushes off, followed shortly by the other two actors, even the dead one. Several people mingling in the crowd have been prompted to scream, one girl faints, another rushes to the rescue, etc. The director then asks numerous questions pertaining to the "act," which guests write out, or answer as witnesses in a court room scene. Questions are of this type.

- A. What was the argument about?
- B. What was the murdered person wearing?
- C. Describe the costume in detail of the murderer.
- D. Did the victim die immediately, make any statement?
- E. How long did the argument last before the murderer appeared on the scene?
- F. What object did the murderer use in killing the victim?
- G. Etc.

The entire act is built around Hallowe'en properties and costumes. The object used in murdering might possibly be a pumpkin, or a broom. The hat worn by the victim might be that of a pirate, and the mask that of a devil.

These four suggested activities are applicable to large or small groups and require sufficient time to execute, so that little else in the way of entertainment needs to be planned. By the time all have been played, some, several times, guests will have worked up an appetite for—

GHOST AND GOBLIN GRUB

Everything will be at a high pitch by the time the serving committee calls out a weird and mournful, "Come and get it." When the guests do come and get it, they'll expect food on a par with everything that has preceded. *Anything* will taste good, but here are items that will make a special hit and bring a glorious evening to a grand and memorable climax!

1. Round, open-faced sandwiches are spread with either orange grated cheese paste, or finely ground carrots mixed with salad dressing and topped with a raisin face, or miniature chocolate nuts.
2. With the pulp removed from oranges having the top cut off, centers are filled with

ice cream, jello, or fruit mixtures. Faces cut on the sides are marked with raisins.

3. Orange frosted cookies or cup cakes are masked with black licorice candy faces. Black frosting, forced through a pencil point tube, may be used to outline cat faces.
4. Orange ice cream is masked with faces similar to those described for the cakes and cookies.
5. Light colored apples are taffied with an orange colored taffy and when still sticky, marked with a cat or pumpkin face, using small pieces of black candy or raisins.
6. Witches' punch is made with a tea foundation to which cider, gingerale, fruit juices, or any combination of these, are added. Black cat cut-outs are slit to hang over the side of the glass.

SCHOOL DAYS

(The author of this article acknowledges this party contributed by Lucille Crites, Spokane, Washington.)

Now that school is in session again, this plan is fitting and proper for any crowd of girls and boys, young men or women. Guests come dressed for school. The hostess is the teacher. Chairs are arranged in rows. A blackboard appears on the wall and a stool and dunce cap in the corner. A switch is fastened to the wall. Pencils and tablets are provided for the pupils. There is a large bell on the desk which the teacher clangs after all have arrived to indicate that school is about to begin. Monitors take wraps and pass supplies. The teacher takes the switch from the wall, looks sternly at the pupils and lessons begin.

1st Period English

Each pupil writes a theme or poem on "Why I go to school."

2nd Period Zoology

The lesson is on Fish. Questions and answers for the test appear at the end. (Answers are for the teacher.)

3rd Period Arithmetic

Problems appear at the end. Answers are worked out by the pupils with prizes awarded or highest grades given for the cleverest answers. The test may be oral or written.

4th Period Spelling

This lesson is in the form of an old-fashioned spelling match with pupils lined up on two sides. The teacher spells a word backward, one at a time, the pupils pronounce it as it should be. Example: Teacher spells m-a-t and the pupil responds with TAM.

5th Period Drawing

Pupils draw slips containing the name of an object. In turn each pupil goes to the blackboard and there draws the object written on the slip. It may be a cow, flea, horse, Mickey-Mouse. A prize or high grade is given for the best one.

6th Period Music

The teacher keeps strict time with a ruler or stick while the pupils sing any of the old loved school songs of the "School Days" type. Patriotic songs may be introduced. Solos, duets, and trios may be requested and time allowed for practices.

For added atmosphere guests may be invited to assist. One may be naughty and have to sit on the stool with the dunce cap. He may chew gum which the teacher takes away. Another pupil asks for the gum "when the teacher is through with it." One pupil arrives late and presents a foolish excuse which the teacher reads aloud, "dear teacher, please excuse Mary for being late on account a she got fleas from off of her dog and I had to bathe her in karoscene."

"Recess" provides time for games. The school bell announces the lunch hour when lunches are served in paper bags.

Questions and answers (answers for teacher only) in zoology lesson.

1. What fish went to war?—Sword.
2. Most wicked fish?—Devil.
3. What fish went in droves to Hollywood?—Suckers.
4. What one fish made good in movies?—Star.
5. What is the most musical fish?—Tun-a.
6. What two fish have bad tempers?—Crab and Red Snapper.
7. What fish blushes?—Lobster.
8. What did a Scotchman say to friend when asked his girl's name?—Sal-mon.
9. What is most unpopular fish?—Smelt.
10. Where does a caged bird usually sit?—Perch.
11. What is cleverest fish?—Shark.
12. What fish is most sought after?—Gold-fish.
13. What fish does a mouse fear?—Cat-fish.
14. What fish is caught with a cocktail?—Schrimp.
15. What fish barks?—Dog-fish.
16. Why are all fish against prohibition?—Because they're wet.
17. Why are fish in style?—Because they're "in the swim."

3rd Lesson. Arithmetic. (The cleverest answers win. Anything clever.)

1. How much longer does it take a girl to walk to town alone than with her sweetheart?
2. If one hungry husband can eat one and a half lemon-pies, how many pies can a half a husband eat?
3. If it takes one and two thirds cakes of soap to clean a half a dirty face of a ten year old boy, how many dirty boys can use a dozen cakes of soap?
4. If it takes twenty-five cents to half-sole a tan slipper, how much money will it take to go barefooted in December?
5. If one maid spends a dollar a month on a parrot's cough medicine, how many sick parrots can three old bachelors keep on a salary of sixteen dollars a week?

4th Lesson. Spelling. Words for spelling match.

bat - dog - mat - tam - bad - pat - sea - bin - nat - not - sin - etc.

Evaluating Your Club Program

(Continued from page 52)

the club projects receiving second highest place would obtain 59 points, which when translated to the common percentile would receive 98 and one-third points.

Despite the fact that there was much fluctuation from year to year, the writer found in the five-year study of these 60 high school clubs that the averaged rank of the projects for the healthy, flourishing clubs was 60, compared to 18 for the disintegrating or dying clubs, on the 100 percentile basis. It was also discovered that clubs which do not have worthy projects that benefit school, home, and community tend to be associated with disintegrating factors, such as little provision for promptness and of being businesslike, a spirit of rowdiness where there is little provision for the development of desirable character qualities, of initiative, freedom, originality, or sociability on a high plane.

(5) The efficiency of a club program may be further determined through the aid of the Observation Data Sheet which consists, briefly, of a list of definite questions in the hands of the three raters at the beginning and close of each semester. The purpose of this is to obtain definite, objective evidence of the influence of the clubs on school, home, and com-

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munity. The writer used the following form to guide observation:

I

THE CLUB, THE HOME, AND THE COMMUNITY

1. Do you observe any objective indication of work or influence that might be attributed to this club? What?

2. Does the conversation in regard to the object or subject in question indicate that the influence of the club was responsible for it?

3. How extensive is the influence of the club? (Estimate as objectively as possible.)

4. Record excerpts of conversation that show attitude toward the club on the part of the individual, the home, or the community. (Note probable influence of the club as the result.)

II

THE CLUB, THE INDIVIDUAL, AND THE SCHOOL

1. What do you see the club members doing? How are they doing it?

2. What do you hear the club members say?

3. What is the sponsor doing?

III

OBSERVATION OF SPECIAL STUDENTS

Name _____

1. What is the student doing?

2. What is the student saying?

(6) A further part of the technique in determining the efficiency of a club program consists of the Interview Schedule, filled out by the club members in the office of the director of extra-curricular activities. The schedule consists (a) of a five-point scale with selected questions that form part of the questionnaires relating to the club presidents and sponsors, and is used simply as a way of checking the judgment of students against that of the three trained raters. The difference in judgment was so slight, in the study of the 660 high school clubs over the five-year period, that this part of the schedule may be omitted as a useless detail. (b) But the second part was found helpful. It consisted of two general questions: 1. In what way or ways do you think the club helps you, your school, your home, or your community? 2. In what way or ways do you think the club could be improved?

The first question was used to check against the Observation Data Sheet, and the second furnished a list of possible improvements that were handed to the club sponsors.

(7) Finally, the club histories were found to be the best and most complete technique as an index of the real health and efficiency of the various clubs. The histories, or club case studies, may be kept by the director of the activity program, his trained assistants, the raters, sponsors or teachers who are used to the excerpt method of reporting, which consists simply in giving the exact words of speakers and in recording objectively all observations. The following History Record Sheet may be used to direct observation for this part of the technique:

1. Before the beginning of the meeting record exactly what is seen and heard.

2. The attendance, or number present at the meeting.

3. Number taking part in the discussion.

4. Number of visitors and the number taking part in the discussion.

5. Promptness of opening and closing the meeting—promptness of club members, president, sponsor.

6. Report of the meetings as to proceedings, including the program, its contents and the method of handling it.

7. Report of work on project.

8. Observation after the meeting. Report definitely what was done and said.

9. Remarks (Include points omitted in the above.)

Through this combination of techniques, namely, the ratings of the clubs by their members, the ratings of the club presidents and sponsors by three competent raters, the ranking of the projects by a group of qualified teachers, the use of the observation data sheet, the interview schedule filled out by the students, the club histories kept by the director of the club program and his assistants, is presented a picture of the entire club organization. In certain instances some of these techniques duplicate the picture of the club program, and in other cases they are checks of accuracy in an effort to determine just how efficient is the club program in any particular school.

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News Notes and Comments

October Front Cover

1. Girls Pep Squad, Edinburg High School, Edinburg, Texas
2. Voice recording in Hull High School, Hull, Illinois
3. Hickman High School Band, Columbia, Missouri
4. Patrol Boys getting police OK on their bicycle inspection, Wilmette, Illinois

November 10-16 is the date set for the twenty-second annual observance of Book Week.

Glenn Cunningham, the Kansas miler who turned down big offers in the field of athletics to direct health and hygiene work at Cornell college, has begun the job that will be his life work. "After all," he explained when announcing that he was through racing, "my track work was only a prolonged hobby."

By proclamation of the President and the forty-eight governors, National Fire Prevention Week will be observed throughout the United States October 6 through 12. To assist communities, business organizations, and others in their observance of the week, the National Fire Prevention Association, 60 Battery-March Street, Boston, has prepared for distribution a series of posters, leaflets and suggestions.

American Education Week

General Theme—*Education for the Common Defense*

- Sunday, November 10—"Enriching Spiritual Life"
Monday, November 11—"Strengthening Civic Loyalties"
Tuesday, November 12—"Financing Public Education"
Wednesday, November 13—"Developing Human Resources"
Thursday, November 14—"Safeguarding Natural Resources"
Friday, November 15—"Perpetuating Individual Liberties"
Saturday, November 16—"Building Economic Security"

Allied Youth, Inc., is an organization specializing in the field of alcohol education. It charters and services local Posts, encourages better recreation, stimulates and directs study of the alcohol program, conducts research, prepares and distributes literature, serves high

schools and libraries, and otherwise carries on an extensive program.

A Boys' Symphony Orchestra

Before the depression the Providence, Rhode Island, Boys' Club has a symphony orchestra which ranked with the best similar groups in New England. Then, because of budget reductions, the orchestra was forced to disband. This year the boys are hunting up discarded musical instruments, for the club is initiating a course in music appreciation and is reviving orchestral and choral work in its program.—*Recreation*.

Speech Contests and Festivals in Illinois

Approximately two thousand high school students participated in some four hundred sub-district district, and state speech contests and festivals sponsored by the Illinois High School Speech League during the school year of 1939-40. These students represented over two hundred high schools affiliated with the Speech League. Approximately two thousand students representing member and non-member schools of the league in the state of Illinois participated in some three hundred contests not sponsored by the League. These latter contests and festivals consisted of dual debate, debate tournaments, play festivals, and individual speech meetings sponsored as invitational, county, and organized school league contests and festivals.—*The Illinois Inter-scholastic*.

Janesville Paper Chides Mock Patriotism Rules

With more and more war hysteria evident it's going to be hard to retain a balance in matters of patriotic practices. We thought that some of our readers would be interested in the following comments of the *Janesville Gazette* on this explosive subject:

Shouting For Attention

"The super-patriots have invaded Wisconsin. In Dodgeville school district electors have passed the first ironclad regulation in this state obligating teachers and pupils in the public schools to salute the American flag once every school day.

"Indifference of the majority of electors to the regulation is shown by the fact that only 21 of some 800 eligible voters expressed themselves in the poll.

"Probability is that there will be no effort

to enforce the Dodgeville regulation and it will be fortunate if that is true. Enforced salutes lead to Chauvinism on one side, and resentment on another. Some parents will urge their children to disobey such a regulation because it strikes them as a dare; others have honest religious scruples against obeisance to a symbol; for the most part both groups are as patriotic as those who click their heels and snap to attention in the approved manner.

"We think voluntary saluting and repetition of the pledge of allegiance to the flag a good thing, but wouldn't give a fig for any patriotic gesture made under compulsion."—*Wisconsin Journal of Education*.

The fourteenth annual convention of the National Conference on Student Participation in School Administration and the National Association of Student Officers met in joint session in Milwaukee in connection with the National Education Association, of which both are allied departments.

An outstanding feature of this convention was the "workshop" idea, which was carried out by student leaders and their sponsors. Some of the topics discussed were the following: selection of student officers; the work of student councils; the student court, and financing student activities.

School Activities readers are invited to send in such photographs of students engaged in their activity programs as might fit the need for cover page illustrations.

Student Conference

On October 17, 18, and 19, East High School of Sioux City, Iowa will have the honor of entertaining approximately five hundred delegates and advisers at the Central States Student Council Conference. These delegates will represent schools from eight states: Iowa, Nebraska, the Dakotas, Oklahoma, Kansas, Arkansas, and Missouri. Students from any schools in these states, who are interested in Student Council work, are invited to attend the convention.

The object of this annual convention is to discuss way for improving student government and to stimulate interest in high school student councils. The delegates will meet and discuss various issues, have round table discussions, and hold several general sessions.

Entertainment of various kinds will also be provided for the visitors. Plans for several interesting assemblies, a luncheon, an exciting football game between the champion East High Black Raiders and Emmetsburg, Iowa, and a banquet and dance to be held in one of Sioux City's leading hotels have been completed. Arrangements for housing the students and their advisers are under way.

Since the meetings will not take all of the time, the guests will be able to enjoy some of the beauties that Sioux City holds in store for them; and if the usual October "Indian Summer," prevates the weather should be ideal.

Anyone interested in the Student Council Convention may secure additional information by writing to O. F. Sletwold, Student Council Advisor, East High School, Sioux City, Iowa.

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Questions from the Floor

BY THE EDITOR

● In a school of 1500 pupils there are 200 pupils who want clubs but who cannot be accommodated. Every teacher has a club. In addition three men from the YMCA sponsor Hi-Y Clubs—a total of 48 sponsors. Due to the nature of some of the clubs the membership is small. (1) Would it be advisable to require that clubs should be such that the minimum membership be 30? (2) What other suggestions could be made to take care of the 200 pupils?—Angela DeBarber, D.S., Keith Junior High School, Altoona, Pa.

Good practical questions. Apparently this club program is highly successful from the viewpoint of both pupils and teachers. Congratulations!

Our answer to the first question is an unequivocal NO. Certainly the value of a club is not to be found in the size of its membership, at least usually. Small clubs have a place the same as large clubs. In some types of clubs a very small membership may be an essential to success. And adding to the membership would undoubtedly dilute interest. This always happens when pupils are high-presurred or "second-choiced" into groups. Thirty members would be too many for some clubs.

The second question, to our way of thinking, resolves itself into and around the matter of administration. The problem is administrative, pure and simple. Naturally, if more pupils want to belong to clubs than there are places for them there should be more clubs, not larger clubs. This means additional club periods or days, and additional clubs for some teachers. And this can mean nothing else than administrative recognition in terms of teacher load. It is not fair to ask a teacher who is doing a good job with a club to take another club or two on her own time. These then, are our suggestions—additional clubs, additional club periods, two or more clubs for interested and competent teachers, and an equitably adjusted teaching load for these sponsors.

Yes, we know the administrator's reaction to this—but it IS possible, and it IS being done.

See also the answer to Alma Jones' question below.

● Is the study hall honor system advisable? If so, how should it be initiated? Robert W. Clibourn, Stuttgart, Ark.

This type of organization, in varied forms, is to be found in many and many a school. The most usual type is that in which an "honor study hall" is developed.

The most frequently used method of initiating this citizenship-laboratory device begins

with an explanation of the plan to the entire school and the authorization of a student committee (with teacher sponsor) to handle it. This committee develops a set of "traditions" (regulations under a more attractive name) covering behavior, attendance, excusing, etc., and draws this up in some simple form. Students who sign these "traditions" are admitted to the "honor room" with the understanding that if at any time they, in the opinion of the committee, violate these "traditions" they lose their places—temporarily for a first offense, and permanently for further refusal to cooperate. Incidentally, many student councils have grown out of just this type of organization.

● Should students be permitted to be absent from a regular Class in order to prepare for some special activity such as an assembly program? vella, and J. A. Hallett, The American Institute, La Paz, Bolivia.

We believe that such a policy is unjustifiable, except under the most unusual and pressing circumstances, which means rarely, if ever.

Time scheduled for a class becomes the property of that class, and should, normally, be used for no other purpose. In case the activity represents a highly important and correlatable project or event—if it advances the work of that particular class—there may be some justification for taking class time to promote it.

Excusing students from classes in order to practice or promote some activity naturally throws an extra burden on the student as well as the teacher. And the later will probably very properly resent it.

Turning the picture around. You would hardly "excuse" an athlete from a game, a musician from a concert, an actor from a public performance, or a student from some other activity for which a definite time had been set aside, in order that he might attend a class session at a time for which it was not regularly scheduled.

● Some writers believe that the extra-curricular activities of today will become curricularized in the near future. What provision will the school be able to make to compensate for this loss? J. Edgar Bishop, Merchantville, New Jersey.

What loss? The loss of present curricular material replaced by the curricularized extra-curricular activities? Or the loss that might

result from a formalization and routinization of the present ECA program?

The first "loss" doesn't bother us a bit. If the activities offer educational opportunities that are more vital and important than the present curriculum, then they should replace these subjects. And in this case there will be gain and not loss. A comparison of the 1900 and 1940 curriculums shows how a number of former "activities," music and physical education, for instance, and some subjects, such as art and home economics, have moved in and thereby crowded out some of the old-time subjects. We hardly call this a loss. Hasten the day when more of the outmoded and useless subjects are crowded out!

The second possibility of loss does bother us a bit. Teachers and administrators are notorious worshipers of organization, uniformity, and routine. Now if the present rather informal ECA program becomes formalized and routinized it undoubtedly will lose some of its appeal and value. On the other hand, probably some such formalization might improve it by bringing a demand that results be commensurate with the time and money invested in the program.

Obviously, loss is always relative—some "loss" will always occur in any change in which "gains" are won. Too, it is not always possible to evaluate accurately, immediately.

Which is another way of saying that "time will tell." Changes are, of course, experimental. However, this is certain—not all change necessarily represents progress, but there is no progress without change.

● *The ideal situation would be "every teacher a counselor"—but how can you develop a "workshop" idea to help win over and educate the older teacher, who is very set in his or her ways, to take part in an ECA program? Octavia W. Graves, Morehead, Ky.*

We doubt if you can. And we believe that would be wasting your time if you tried to.

There are probably very few or no "ideal situations" actually existing in any field of endeavor: few or no pupils get perfect marks in all their work; few or no teachers are continuously 100 per cent efficient; and few or no schools have enjoyed 100 per cent freedom from problems and trouble. Physicians don't cure all of their patients; lawyers don't win all their cases; umpires don't "call 'em all right;" and business men don't make a profit on every transaction.

In short, forget the ideal "every teacher a counselor." Some teachers, because they lack and always will lack such basic essentials as ideals, knowledge, contacts, skill, and personality, won't ever be.

Staff Handbook for the High School Newspaper

By CARL G. MILLER

Instructor in the Lewis and Clark High School, Spokane, Washington

This is a most convenient handbook for all concerned with the publication of a high school newspaper. It covers General Policies, Duties of the Editor, Associate Editor, Copyreader, Reporter, Exchange Editor, Staff Typist, Business Manager, Advertising Representative, Circulation Manager, Circulation Representative, Cashier-Bookkeeper, Mailing Manager and Rules for Copy, Ten Rules for Make-up, Copyreading Signs, Proof Reading Signs and Rules for Style.

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Instead, work to educate the younger and made educable members of the staff, and, in the selection of new teachers, pick those who have some of these counseling qualifications and potentialities.

● *Is it placing too much responsibility on teachers to permit them to conduct school trips and tours?* T. C. Carlton, Lanier High School, Montgomery, Ala.

Most certainly not, if the trips and tours are well organized, planned, and conducted.

An illustration: we know a middle-western high school of fewer than one hundred students that has a schedule of weekly one-day or shorter trips to various points within a two-hundred-mile radius. In addition, each spring after school is out a two-week 3500-mile tour is made. The Board of Education provides the bus, driver, gasoline, etc., and the students meet their own personal expenses, an average of slightly more than twenty dollars. The four-year schedule of tours includes one each East, North, South, and West.

These trips and tours are not separate from school work; they are integral parts of it. For instance, for the spring tour the students, for the entire year, work on a project book which covers the literature, history, geography, science, art, music, industries, etc., of the areas visited. No student is allowed to go on the tour unless he has completed his "trip book."

All of these trips and tours are developed and sponsored by the various teachers concerned.

The fact that the school trip is developed with amazing rapidity is proved by the pertinent literature. The first three articles on school trips in America appeared in 1922 and 1923. For a recent bibliography we examined more than 400 references, most of which appeared since 1930.

We believe that the school trip, properly handled and correlated, represents one of the most educative devices in the modern school.

● *Should extra-curricular activities be included in teacher load?* Alma Jones, Stroudsburg, Pa.

Yes—within reason.

All schools have activities, and naturally these must be sponsored. And in examining applicants for a certain position, the ability to handle some activity is probably always taken into consideration. This has come to be the accepted policy in practically all schools. Probably there is no serious disagreement with this; it is as it should be.

However, there are two other elements in the picture. The first concerns the requirement that every teacher shall sponsor some activity. This requirement is justifiable only

in case every teacher has an interest and an ability that can be so capitalized. In many instances this is not the case. Obviously, under such a requirement a teacher who has relatively little interest or ability in the program will select the "least harmful" activity and proceed to die with it, extra-curricularly speaking. This type of administrative malfeasance has done more to delay the proper development of the home room, for instance, than anything else.

The teacher who has no interest or competency in activities should not be assigned responsibilities in it, BUT her obligations, teaching, administration, and what not, should be correlatively increased.

On the other hand, the teacher versatile and successful in the program may soon find herself the recipient of additional sponsorship

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responsibilities, and usually with no correlative decrease in her "regular" load. This is unjust and unfair. It, too, represents administrative malfeasance. The average teacher is conscientious, but after all there is a limit. The abilities of the successful sponsor should be capitalized, but the teacher herself should not be penalized because she possesses these abilities. Her load of other duties should be correlatively lightened.

Perhaps the time has not yet arrived, and it may not, and perhaps should not, when each school will have full-time activity sponsors. There are very evident weaknesses in this arrangement. However, even now, official recognition in the practical terms of teacher load has been given in many schools. And it will be given in many more when administrators realize that this is their problem, and not their teachers'.

The Case for an Increase in the Power of the Federal Government

(Continued from page 68)

the debaters should not quibble over the contention that an increase in the power of the federal government is unconstitutional.

"BE INCREASED": The term "BE INCREASED" means that the total powers of the federal government should be greater than they are at the present time. In this debate we are discussing the advisability of giving the federal government more power than it has at the present time. Of course the term "INCREASED" is relative. It may mean a very small or a very large increase in the total power of the federal government. A fair interpretation of this question indicates that the affirmative team will argue for substantial increases in the total power of the federal government. Any attempt on the part of the affirmative to advance and defend minor increases in the power of the federal government is an attempt to evade the spirit of this debate question. This does not mean, however, that the affirmative cannot advocate changes and shifts in existing federal governmental power if the net result of these changes happens to be an increase in the total powers of the federal government.

EFFECTIVE DEVICES OF STRATEGY AND HOW TO USE THEM

THE DILEMMA. The dilemma is a method of strategy used in debate for the express purpose of placing before an opponent two alternatives in the answering of a question. In order to use the dilemma the debater asks his opponent a question that can be answered in one of two ways. The strategy of the use of the dilemma is to ask the question in such a way that either answer given by the opponent will be detrimental to his case. The effective

dilemma is one of the best methods of strategy known in debate.

It is good advice for the debater to avoid questions asked him by his opponent with the purpose in view of catching him in a dilemma. If you must answer the question, see to it that all catch phrases and tricks have been guarded against.

A sample dilemma for the affirmative is given below:

QUESTION: Is it the contention of the negative team that a solution to the problem of state barriers to the trade between the states can best be solved by keeping the power of the federal government as it is today?

IF THEY ANSWER YES: The members of the negative team are contending that a solution to the problem of state barriers to interstate trade could be best solved by keeping the power of the federal government as it is today. We fail to see how this could possibly be the case. This condition of state trade barriers has developed because there was no strong federal agency with the power to make a control of these trade barriers effective. We would like for the negative team to explain to us just how they expect to correct this evil by keeping the power of the federal government as it is today and thus not increasing that power.

IF THEY ANSWER NO: The members of

Recreation And The School

Increasingly the schools are concerned with training their pupils for the constructive use of leisure time.

The September issue of *Recreation* has been prepared especially for the use of educators interested in the possibilities of the leisure-time field. Some of the articles include:

The School Curriculum and Life Needs,
by V. K. Brown

Some Noon Hour Recreation Programs

A Frolic for Teachers, by Jane Darland

Objectives of a Program of Extra-

Curricular Activities in High School,

by Eugenie C. Hausle

School-Community Relationships

These are only a few of the more than twenty articles of interest to educators which appear in this special issue.

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the negative team have stated that they do not believe that we can solve the problem of state barriers to interstate trade by keeping the power of the federal government as it is today. When they make such a statement they are directly contradicting themselves and their stand in this debate. First they are standing for a reduction of the power of the federal government and secondly they are contending that one of the major problems that is confronting the American public cannot be solved if we diminish the power of the federal government or keep it as it is today. In the face of this contradictory stand on the part of the negative we do not see how they can continue to argue that the power of the federal government should not be increased.

STRUCTURAL OUTLINES FOR SPEECHES

In presenting these structural outlines for the two affirmative speeches no attempt has been made to produce complete briefs of affirmative arguments. However, these outlines contain the more important points that must be established before the affirmative will be able to prove their contentions in this debate. These points may be completely rearranged by the debaters, but they will have to establish most of these points if they are to present a well rounded set of arguments favoring an increase in the power of the federal government.

OUTLINE OF FIRST SPEECH

I. Introduction.

- A. Open the speech with a short description of international and internal conditions that seem to demand an increase in the power of the federal government.
- B. Give a short, but nevertheless complete, definition of the terms of this debate question as the affirmative intends to interpret them.
- C. State the main affirmative issues:

1. Changing social and economic conditions in the United States make a strong federal government necessary.
2. The United States must have a strong federal government if it hopes to meet the threats of the totalitarian powers.
3. The only way that democracy can be preserved in the United States is by the retention of a strong federal government.

II. The changing social and economic conditions in the United States make a strong federal government a necessity.

- A. The growing number of aged dependent citizens presents a critical problem in the United States.

- B. The problems of conservation of natural resources and flood control is a problem that can only be met by a strong federal government.

- C. State barriers to interstate trade causes a need for a strong federal government.

OUTLINE OF SECOND SPEECH

- I. The United States must have a strong federal government if it ever hopes to meet the threats of the totalitarian powers.

- A. The devastating effects of fifth column methods in other nations demonstrates the need for swift governmental action in this country.

- B. Our inadequate national defense points out the need for a strong federal government in the United States.

- C. The spread of dictatorship throughout the world and the disintegration of democracy in many quarters illustrates the need for a strong national government.

- II. The only way that democracy can be preserved in the United States is by the retention of a strong federal government.

- A. The only way that such problems as providing for our aged people, provide an adequate policy of conservation of our natural resources and control interstate barriers to trade is by the establishment of a federal government with increased powers.

- B. If the federal government does not have increased power with which to solve our problems we may drift into a dictatorship.

- C. It is only by the establishment of a strong national defense, made possible by a stronger national government, that we can adequately defend our democracy.

Harold E. Gibson's "The Case Against an Increase in the Power of the Federal Government" will appear in the November number of School Activities. His rebuttal arguments will appear in the December and January numbers.


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WHAT THE SUPERINTENDENTS SAY

"I am in receipt of September number of Progressive Teacher, and wish to express to you my thanks for this. I enjoy reading its articles, and always give the copies to teachers, in order that they may make use of the good things contained therein."—Carrie Eble, Superintendent Union County Public Schools, Morganfield, Ky.

"I am well pleased with your paper and our teachers are all interested in it and can't wait for the next issue for new ideas. Assuring you that your paper has a warm welcome in our school, I remain"—John Lynum, Superintendent Flo School, Buffalo, Texas.

"I have just completed a thorough survey of your November Progressive Teacher. I am convinced that this is a worth-while magazine. I shall write each of my teachers a letter calling attention to the excellent features and the very useful articles in The Progressive Teacher."—Maude E. Mitchell, Superintendent Walworth County Public Schools, Elkhorn, Wis.

WHAT THE EDITORS SAY

"The June number of Progressive Teacher has just come in. I am greatly pleased with it. It is a splendid magazine of educational journalism, one of the finest I have ever seen and I have examined most of the school magazines of the country."—Joy E. Morgan, Editor of The Journal of the National Education Assn., Washington, D.C.

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"Yours of the 19th is received. Note that (7) pieces of copy for Kondon's has been completed with the March issue. You have given us good position. There is no doubt but what we will be in your magazine again next season, probably from October to March."—T. N. Kenyon, Kondon Manufacturing Co., Minneapolis, Minn.

WHAT THE PUBLISHERS SAY

"I want to tell you that I have examined very carefully the May issue of The Progressive Teacher, and consider it a most creditable teacher's magazine. I was especially glad to note that you have some very fine advertising, and I congratulate you."—Dudley R. Cowles, D. C., Heath and Company, Atlanta.

"I want to take this opportunity to congratulate you on the way in which you have handled our advertising. Let me say that whoever has charge of setting up your copy knows how to do it far better than the average man who has charge of that work in educational magazines."—C. H. Burrill, Iroquois Publishing Company, Inc., Syracuse, New York.

"I thank you for the looks of our advertisement I saw in your magazine, The Progressive Teacher. I was pleased with the appearance and position which you gave. We will take the same space for five more insertions."—Mrs. Dorothy B. Converse, Business and Sales Manager, The Womans Press, New York City.

WHAT THE SCHOOL HEADS SAY

"I am certainly glad to see the effective way that you are carrying on The Progressive Teacher, and I congratulate you on the admirable magazine which you are furnishing your subscribers. I find that it is one of the most read school magazines that we have on our library shelf here at Furman University."—Harry Clark, Dean of Summer School and Professor of Education, Furman University, Greenville, N.C.

"You have a splendid publication that is very valuable to young teachers and I should not hesitate to advise any inquirer to subscribe for it. I should like to see a wide circulation of this magazine among the teachers of our section."—J. W. Brister, President, West Tennessee State Teacher's College, Memphis, Tenn.

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How We Do It

C. E. ERICKSON, *Department Editor*

School Activities

The term "student" or "pupil" activities is gradually supplanting the older "extra-curricular activity" concept. But this newer title implies a fundamental concept of these important activities of the school. This point of view includes the following tenets.

1. That these students activities employ a maximum amount of pupil interest, and that these activities be as completely built upon pupil interest as before. Unfortunately, in many schools the interest in these projects has arisen from the teacher's proposals, from historical practice, and from projects involving a high degree of community publicity. It is high time that we really attempted to locate fundamental pupil interests.

2. That these activities should determine those things that can best be done through "extra-curricular" activities. These activities are not a sedative to the regular curriculum. They are fundamentally educational in their own right. Their primary reason for existence should be their opportunity to make distinctive enrichment to the educational program.

3. That the students have a significant place in starting, in organizing, and in carrying on these activities. In every sense of the word these activities should be more nearly student activities. The school staff should hesitate to carry on a task that pupils either can do now or that they can learn to do.

The General Science Club

Harold A. Taylor, *Crane Technical High School, Chicago, Illinois*

The General Science Club of the Crane Technical High School, Chicago, is restricted to freshmen. There seems to be good and valid reason for this policy. General Science is a required subject generally taken in the first year, and a club of this type, it is believed, adds to the value and attractiveness of the subject it represents. Another aspect worthy of notice seems to be the feeling among first year boys that they are not being deprived of club advantages enjoyed by so many upper classmen.

As members are dropped at the close of their freshmen year, they are encouraged to join other clubs which, by the way, may be of a more specialized nature or appeal to other interests of recent origin. The General Science Club acts somewhat as an introduction to the many branches of school club activity.

If an organization is very large or very

active, there may be need for several sponsors or some assistant sponsors. This club with a membership of fifty has just one sponsor but calls in former club members to help as assistant sponsors. Such a plan has certain advantages. In the first place the turnover is heavy and boys come and go at the close of each semester. New members, especially, need the guidance of the older and more experienced ones as a steadying factor and as a means of getting a good start at the outset. In the second place most of the officers and directors of various fields of club activity need some training in their respective duties, and to this end the assistant sponsors give excellent attention. These assistants help in other ways, for example, with program arrangements, demonstrations, and publicity work.

Another method of increasing the effectiveness of the work of the General Science Club is through arrangements with teachers to serve as faculty advisors for various club sections. Certain groups are brought in touch with teachers fitted to administer to the needs of that particular angle of club work. In this excellent assistance from faculty specialists is secured and the sponsor is thereby relieved of much administrative and technical responsibility.

The Aeronautics Section happens to be one of the most active. The boy placed in charge of this group came to Crane in search of high grade aero shop work. He exhibited, too, special interest in the science club. The teacher in charge of the aero shop is the faculty advisor for the Aeronautics Section. The group meets with the advisor at various intervals.

In addition to the Aeronautics Section are the following fields: Demonstrations, Experiments, Hobbies, Merit, Poster, Programs, Projects, Publicity, and Weather. Each one has a director and two assistants. These divisions of club work change from year to year as adjustments are made to new conditions and problems. Any group that fails to serve its purpose is discontinued until a greater need is felt.

Former General Science Club boys are active in other clubs throughout the school. The first president is now president of the Biology Club and at the same time assistant sponsor of the General Science Club. The boy who served as the first vice-president is an officer in the Camera Club and recently won a scholarship in chemistry at the school in which he studied evenings. Many other signs of individual progress could be mentioned.

Former members are frequently placed on the club programs. For example, one student recently performed a sound demonstration, and another gave a demonstration of photo finishing, and still another dealt with the mysteries of chemistry. A charter member and R.O.T.C. second lieutenant, led in a Pledge Allegiance to the Flag at a meeting recently. Another charter member spoke on the "Significance of the Flag."

Frequently members of the high school faculty are asked to speak at club meetings. One enthusiast recently delivered a speech on the value of the training gained in this club in comparison to the value of leadership in later club work. From another interested teacher came a humorous talk. A teacher has selected a speech on "The Fine Art of Listening" for a future meeting.

In bringing variety and culture into the regular programs boy musicians from the music department of the school are asked to perform at some of the meetings. The trumpet, flute, saxophone, accordian, and a three piece orchestra have added much pleasure to our programs.

There is always plenty of club work to be done and many of the members give extra time to projects and to active phases of the broad fields covered. Merits are won, and after a certain number have been secured, a Merit Certificate is awarded by the president in co-operation with the Merit Section of the club, which regulates the requirements and certifies these awards.

Every year there is an inter-club contest sponsored by the Club Guild. At this time a sampling of the work of many clubs is placed on exhibit and demonstrations are given. The judges, after many factors are taken into consideration, reach a decision as to the most outstanding club, and a trophy is awarded. If a club wins three times in succession, it may keep the cup permanently. The General Science Club was the winner in 1938-39.

Membership is open to the rank and file of first year pupils in good standing, which means almost any freshman may join. A waiting list is kept, but as few drop out during the semester, it is limited in order to avoid disappointments.

Fewer problems seem to arise among the boys that belong. Pride in their connection with this organization seems to carry over to their science class work with a desirable effect on their spirit and attitude toward their school and associates. They awaken to a greater depth of interest, apply themselves more earnestly to their work, and seem to catch the spirit of high school as they travel through the field of science.

A further evidence of the popularity and enthusiasm of the club may be found in the fact that the meetings are held after school

hours, and the student body is drawn from a diversified, cosmopolitan community. Only a club of flexibility and scope could interest so varied a group.

High School Intra-mural Dramatics

E G Kennedy, Principal, Smith-Cotton
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Three years ago the student council decided to sponsor an intra-mural play contest for all five classes. The first year the student council handled the ticket sales only. The class sponsors selected the plays and coached them. We charged ten cents admission, and sold 1200 tickets.

In order to create more interest in the ticket sales, the student council offered prizes to the individual members of various classes selling the largest number of tickets. The class selling the largest number of tickets was allowed to select its place on the program. For example, if the sophomore class sold more tickets than any other class, they were allowed to decide whether they wanted to present their play first, second, third, etc.

The second year we went one step further. The plays were selected and coached by members of the dramatic class under the general supervision of Miss Cousley, our dramatics teacher. That year we sold 1400 tickets and

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had to offer the plays the second night. They were not a very great success the second night because the prizes had been awarded the first night.

This year the program was planned with the idea of offering the same plays for two consecutive nights. The judges used a score sheet obtained from the dramatics department of a nearby college. No prizes were awarded the first night. The second night the plays were judged the same as the first night and the points were totaled. The play receiving the highest number of points as a composite of both performances was given first, etc. The rating of individual actors was computed in the same manner.

About 1600 tickets were sold before the first performance was given. In addition to that, about 200 tickets were purchased at the door. This means that at least 1800 parents and students came to see the presentation of these intra-mural plays.

The entire project was handled under student direction, that is, as nearly as any school project can be handled by students. The student council planned the ticket sale, planned the advertising, attempted to keep up the enthusiasm of the various classes and class sponsors, selected the prizes to be given for the best individual actor and to the individuals who sold the most tickets. A plaque was pur-

chased last year to be held in the possession of the class winning the intra-mural contest.

There were some audience difficulties the first night. They seemed to be quite minor, but caused our ushers and the sponsors of the ushers considerable worry. Out of student discussion between ushers and other students came suggestions which apparently brought about one of our best audience situations to date. The following suggestions came from a freshman student:

1. That an announcement calling for student cooperation be placed on the daily bulletin.
2. That a short intermission period be allowed between the 3rd and 4th plays.
3. That our ushers in seating the audience attempt to keep all middle seats in each section filled thus avoiding vacant seats in the middle of the audience.
4. That the student council vice-president who announced each play ask for audience cooperation before the opening of the plays

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and further ask that the audience remain in the auditorium except during intermission.

5. That the ushers do everything within their power to keep anyone from entering or leaving the auditorium while a play was in progress.

It is pleasing to note that out of this activity came, at least for the time being, a spirit of student cooperation that is highly encouraging. It apparently brought out the competitive interest and enthusiasm so much desired without the cruder secondary effects which so often accompany some of our activity programs.

At the close of the program our girls' pep squad, the Spiz Club, asked all members of the various casts upstairs for refreshments.

Activities in Hastings High School

Miss Emily J. McElwain

Hastings Public Schools, Hastings, Michigan

Once a month we have been having girls' and boys' assemblies held separately. This year we are alternating these with mixers held the last hour in the afternoon. Our mixers were previously scheduled from four to five o'clock in the afternoon, but due to the large per cent of students who ride on school buses, many had to leave before the party was over. We feel that these young people will find this social hour as valuable to them as do the city students. Dancing is held in the gymnasium, and games such as Chinese Checkers, Monopoly, and cards are played in certain classrooms.

Freshmen have dance practice occasionally on Thursday during homeroom period in the gymnasium. They are desirous of learning to dance, and this is giving them confidence on the occasions of school parties.

A coordinator is serving a number of our

young people who are getting started in various lines of business.

A Boosters Club has been organized. It has made and sold yarn dolls of our school colors to be worn to games, and has sponsored pep assemblies, football parades, and buses to out-of-town games. In all, it has fostered school spirit and has been living up its name.

We have a choir, membership in which is optional and without credit. This group was invited to sing at one of the Meetings of District IV of the Michigan Education Association last October.

Our band, glee clubs, and choir have new uniforms, which add much to the appearance of these groups when they participate in school and public activities.

A Water Carnival is planned and managed each year by our Faculty-Student Council. It is an all-school picnic held at a near-by lake with swimming, sports, and dancing.

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Organize for Election Year

(Continued from page 60)

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This election should serve as a climax to the consideration given to the campaign in the social science classes. Naturally one of the important aims of our teaching during a campaign is to stress an understanding of the election machinery. More important, however, is the task of clothing our study of factual information with an appreciation of the democratic discipline upon which we have placed our faith. With more mature students, campaign issues may be considered. In this connection we need to emphasize the distinction between vital issues and such irrelevant political propaganda as the comparative merits

of Hyde Park and Fifth Avenue as home addresses for presidential aspirants. We need to encourage students to study the campaign with reference to those great conflicts of political thought: (1) dictatorship vs. democracy; (2) "laissez-faire" vs. collectivism; (3) economy of scarcity vs. economy of abundance; (4) nationalism vs. internationalism.

The activities described above are those projected for the fall term at Waterville (Minnesota) High School. In reality, our election year program started last spring when the Discussion Club (a student forum group) began a study of campaign issues for the purpose of preparing an original political platform. In its completed form, the platform was formally adopted by the student body as one of the features of a mock nominating convention.

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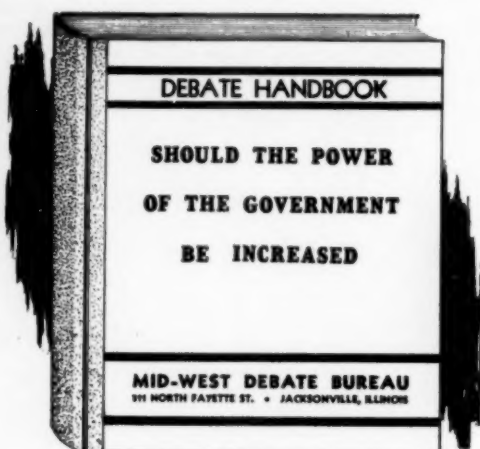
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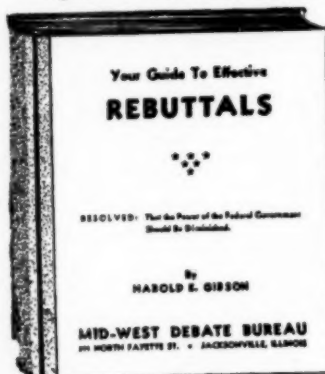
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